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ABSTRACT

The Michigan Student Information System (MiSIS) is the student flow component of the Michigan Community College Occupational Education Evaluation System (MCCOEES), a comprehensive state-wide system for evaluating occupational education. The Michigan Student Information System (MiSIS) Activities Manual was designed to help college-level personnel make decisions regarding the usefulness of MiSIS questionnaires for a particular institutional environment. The first four sections of the manual provide introductory information on the objectives, assumptions, and development of MiSIS. Section V offers an overview of MiSIS, a system for the collection of local management information for program and institutional evaluation and improvement. Section VI examines each of the six subsystems of MiSIS: (1) student's educational intent; (2) withdrawal follow-up; (3) nonreturning student follow-up; (4) graduate follow-up; (5) employer follow-up; and (6) continuing education follow-up. For each subsystem, information is provided on the targeted population, the instrumentation, and the rationale for the development of the instrumentation. In addition, copies of the actual instruments are included. Section VII reviews the local uses of MiSIS data and describes the national and state laws that have reporting requirements for which MiSIS data may be used. Finally, section VIII offers information on ordering and/or printing MiSIS questionnaires for local use. (LL)

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ED234831

Michigan MiSIS

STUDENT INFORMATION SYSTEM

ACTIVITIES MANUAL

JC 830 427

Michigan Community College System
State of Michigan

August 1979

MiSIS

AM

ACTIVITIES MANUAL

MiSIS is a Part of the
Michigan Community College Occupational
Education Evaluation System
(MCCOEES)

Acccmpanying Documents Include:

MiSIS Procedures Manual
MiSIS Data Processing Manual
Performance Review of Occupational Education (PROE)

Other Components Include:

Financial Analysis and Management Plan

The MiSIS Activities Manual Was Documented by the
Michigan Community College System

The Development of MiSIS Was Sponsored with Funds from
The Occupational Education Unit,
Higher Education Management Services,
Michigan Department of Education, Lansing, Michigan 48909

August 1979

MiSIS
Michigan Community College System
State of Michigan

MEMORANDUM

August 1979

TO: Michigan Community College Personnel
Michigan Department of Education Personnel
Other Interested Individuals

FROM: Student Flow Subcommittee - MCCOEES

SUBJECT: MiSIS 1979 (Activities Manual)

MiSIS is an information system developed by the Michigan Community College System specifically for use by the Michigan community colleges. The general documentation philosophy presents MiSIS at three different levels. The first level (the brochure) gives a general overview of MiSIS with appropriate information included for the college administrator to make decisions regarding the depth of system involvement desired. The second level (the Activities Manual) presents the actual questionnaires utilized by MiSIS (and rationale for development) for college level staff personnel to make decisions regarding the usefulness of the questionnaires to a particular institutional environment. The third level (the Procedures Manual and Data Processing Manual) presents MiSIS in a more comprehensive manner and can be used as a guide to actually performing the different types of studies included.

MiSIS has the single overall objective of collecting and compiling <u>quality</u> data for general program enhancement at the comprehensive community college. This includes data on both university transfer/academic, vocational/technical, and other offerings of the college. To meet this major objective, the development of MiSIS is based on the following assumptions:

1. MiSIS is primarily a system for collection of local management information for program and institutional evaluation and improvement, not a reporting system.

2. The Michigan community colleges will have MiSIS available for implementation during the 1979-1980 school year.

3. Participation in MiSIS is totally voluntary.

4. MiSIS is a part of the overall Michigan Community College Occupational Evaluation System (MCCOEES).

5. MiSIS provides data elements for other state and federal student profile reporting. Currently, the system design is in alignment with the requirements of the Vocational Education Data System (VEDS) to a substantial degree. Also, part of MiSIS can be used in relation to such reporting as HEGIS, veterans follow-up, and other student informational items.

6. The MiSIS data processing component will be fully documented and made available to the colleges to initiate on their own campuses.

7. Current financial commitments to MiSIS reflect that a service center offering data processing services to any/all Michigan community colleges will be available (on a formal implementation schedule) to support the system on a statewide basis.

8. The decision to release and/or disseminate MiSIS data will be made at the local level and will be based on a formally documented data release policy.

9. A statewide MiSIS Users Committee will operate as the policy-making entity for the operation of MiSIS.

10. The current student flow subcommittee (or other representative committee) will continue to monitor the technical aspects of MiSIS during the 1979-1980 school year.

11. The full potential of MiSIS will be realized over a period of years with appropriate time allowed for implementation.

12. The utilization of MiSIS will become more refined as experience is gained in operation.

Of course, it is understood that the collection of the various types of student and employer information is an endless task. MiSIS has the potential of being expanded and/or altered as required by the Michigan community college system. MiSIS will not provide all of the information to satisfy everyone. However, MiSIS is a fairly comprehensive "beginning" from which future local student information systems can benefit.

Because of the above, MiSIS is continually searching for ways to improve. New ideas, notation of problem areas, suggestions for additions and/or improvement, etc., are welcomed from the users of MiSIS.

PREFACE

MiSIS was developed in response to a need for the systematic collection of educational information in Michigan community colleges. MiSIS also provides much of the base quantitative information for formulations of perceptions measured by PROE (Program Review in Occupational Education). MiSIS has been developed as a result of a one-year concentrated effort by several individuals and conforms to the student flow component of the Michigan Community College Occupational Education Evaluation System. Other components are Program Evaluation, Financial Analysis, and Management Plan.

An overall Steering Committee of state and local personnel monitored the development of the effort. Four study groups were appointed to develop each component. The Financial Analysis and Management Plan continue to be refined on an ongoing basis.

MiSIS is primarily a system for collection of local management information for program and institutional evaluation and improvement. Many of the MiSIS characteristics are not in alignment with a reporting system. MiSIS is a product of the Student Flow Subcommittee of the MCCOEES Steering Committee.

ACKNOWLEDGEMENTS

The valuable contribution of many individuals has enabled MiSIS to be developed. Sincere gratitude should be offered to those individuals who have made the MiSIS documentation available to college and state personnel. As stated previously, MiSIS was developed under the auspices of the MCCOEES Student Flow Subcommittee. Members of this Subcommittee are listed below:

Name	Affiliation
Bruce Blanding	Michigan Department of Education
Sally Goodwin	Henry Ford Community College
Toni Hall	Tex-SIS Follow-up Support Services
Nancy Jobe	Michigan Department of Education
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Sam Mazman	West Shore Community College
Arnold Metz	St. Clair County Community College
Arthur Oettmeier	Delta College
Glen Packwood	Delta College
Jim F. Reed	Texas Educational Information Consortium, Inc.
Daniel Sauter	Southeastern Michigan League of Community Colleges
William Yankee	Northwestern Michigan College

Special appreciation goes to Jack Shanahan and the Occupational Education Unit for the Michigan Department of Education for flowing the funds to obtain input and write the MiSIS documents.

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Each of the above subsystems is treated in relation to specified activities by:

1. Population
2. Instrumentation
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4. Reporting Relationship
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MiSIS OVERVIEW

MiSIS is an information system developed by the Michigan community college system. MiSIS is composed of a series of 13 data collection devices specifically designed for use in the Michigan community colleges. MiSIS, built upon the concept of an educational management information system, is divided into the below six subsystems, each with its own instrument(s) and method of processing.

Subsystem I - Student's Educational Intent
Subsystem II - Withdrawal Follow-up
Subsystem III - Nonreturning Student Follow-up
Subsystem IV - Graduate Follow-up
Subsystem V - Employer Follow-up
Subsystem VI - Continuing Education Follow-up

MiSIS Characteristics

One of the primary philosophical considerations of MiSIS is, that in order for an information system to be functional in an educational environment, it must be flexible enough to allow the institution the option of choosing its degree of implementation (if any) and deciding upon the nature of the study to be conducted. Conversely, the system operation should be consistent enough to provide for valid reporting of statewide information and the potential for institutions to "compare" survey activities if the desire is to develop some degree of a "standard" for good, poor, or indifferent data results.

Aside from previously mentioned characteristics, MiSIS exhibits a number of interesting technical characteristics, many of which were derived from input previously mentioned. A listing of some of these characteristics follow.

1. Provides data for both local analyses and reporting purposes - This concept is demonstrated by the fact that the VEDS "reporting questions" are found on various local utilization instruments. This enables the institution to decide upon the amount of information to be collected at the same time the survey is conducted for VEDS reporting purposes. Of course, because of the "local data

needs" emphasis of MiSIS, the majority of the questionnaires collect data for local use only and are not to be considered as information sources for reporting purposes.

2. Provides mechanisms for computer processing of data - Each questionnaire can be processed by computer with a processor which has been designed to analyze data in a variety of different manners. At the same time the data is being analyzed for local utilization, VEDS data can be extracted for reporting purposes.

3. Identifies diverse educational goals of students and the extent to which these students perceive their goals to have been satisfied - Student "goal" information is collected via the SEI card (Subsystem I) for analyses. Furthermore, student goal information is also collected at the time of the follow-up, thereby making available analyses of "goals achieved." Also, it may be possible to accurately monitor "drop-out" and "stop-out" rates by analyzing student responses to questions concerned with student goals.

4. Provides a decentralized capability, both in responsibility and implementation - MiSIS projects a "local" emphasis, with the concept being demonstrated by the fact that the colleges collect their own data while extraction of certain data fulfills VEDS reporting requirements for student and employer data.

5. Collects data from a variety of occupational/technical and university transfer/academic populations - MiSIS treats several different populations of potential respondents including:

   a. Entering and returning students.

   b. Students who withdraw from individual courses.

   c. Students who withdraw from college.

   d. Students who "walk off" without adhering to the formal withdrawal process.

   e. Students who enroll for a specific period and do not return.

f. Program graduates.

g. Employers of former students.

h. Continuing education students.

6. Provides a mechanism for evaluation of the follow-up system - After the follow-up study is completed, MiSIS recommends that feedback be obtained from individuals who may be utilizing the resulting data. For this reason, evaluation forms have been designed for each questionnaire which may assist the user of MiSIS in assuring that the data being collected satisfies unique institutional needs.

7. Built around the concept of an educational management information system - The concept of a management information system displays the philosophy that its sole duty is to supply information to certain individuals who need that information to make effective decisions. MiSIS displays this same philosophy, and recognizes that survey results should not be considered as being synonymous with program evaluation.

8. Provides a mechanism for securing employer input into program planning - Aside from gathering data from former community college students, MiSIS exhibits the ability to collect information from employers of former students regarding their "opinion of the training received by the student."

9. Provides questionnaires for standardized use - Although there are advantages inherent with all colleges utilizing the same questionnaire for specific populations of students, there are many disadvantages. However, realizing the advantages, MiSIS provides the capability for statewide, regional, or other institutional cooperation in utilizing the same questionnaire for "comparison" type studies.

Although the degree of implementation and impact of MiSIS cannot be appropriately evaluated for a number

of years, it should be realized that the success of any effort is directly proportional to the eventual outcome of that effort. In terms of a statewide coordinated information system, the true success can be measured in terms of how much impact the resulting information has on enhancing the educational delivery capability of the Michigan community colleges.

SUBSYSTEM I
STUDENT'S EDUCATIONAL INTENT

Population: May include new, re-entry and returning students enrolled in college courses.
Instrumentation: (SEI) Student Educational Intent (MO1-1-B) Salmon Card (Card 1 and Card 2)

Subsystem I is concerned with the collection of information relative to the student's educational intent (or goal). As stated in other publications, a large percentage of students attend community colleges for reasons other than pursuing formal degree programs. This fact, of course, impacts the analysis of follow-up data, thereby giving certain meanings to such terms as "stop-out," "drop-out," and "leaver."

Instrument Development Rationale

Since many colleges desire to implement the SEI questionnaire during the registration process, it was believed that printing should be performed on a small card which could facilitate ease in completion and the least amount of hindrance in being interfaced with the college's registration process.

The need for the SEI card is demonstrated primarily by the desire to collect information about student goals in order that the college may direct its offerings toward meeting those goals. Also of importance to the college is the use of the SEI card to fulfill certain enrollment reporting requirements of the Vocational Educational Data System (VEDS).

The SEI instrument reflects a two card option capability with Card 1 being used by institutions collecting social security numbers. Card 2 can be used by those institutions assigning student identification numbers.

Those items on the SEI card which can be processed for VEDS enrollment reporting are:

Item	Question Number
1. Student identification	1
2. Sex and ethnic group information	1
3. Attendance objective	2
4. Selected course(s) pursuance or formal program pursuance	3
5. Major field of study	4
6. Degree of program completion status (if applicable)	5
7. Future enrollment plans	6
8. Special assistance items	7

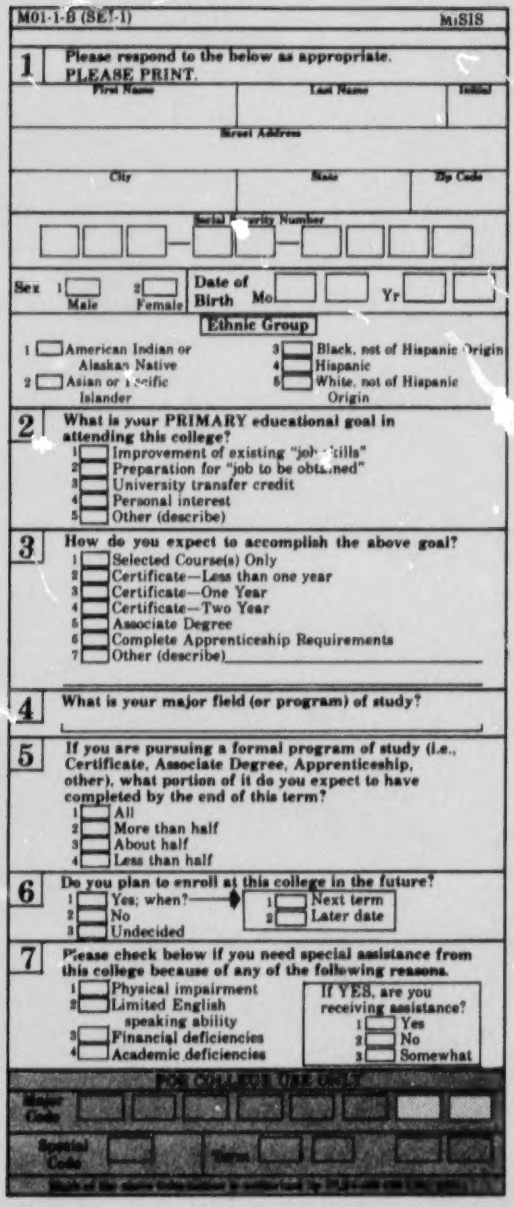
A more complete description of this subsystem and its relationship to VEDS enrollment reporting is presented in the MSIS Procedures Manual.

MiSIS

Student's Educational Intent

(SEI)

Card 1



M01-1-B (SEI-1) MiSIS

1 Please respond to the below as appropriate. PLEASE PRINT.

First Name | Last Name | Initial

Street Address

City | State | Zip Code

Social Security Number

Sex 1 Male 2 Female | Date of Birth Mo Yr

Ethnic Group

1 American Indian or Alaskan Native
2 Asian or Pacific Islander
3 Black, not of Hispanic Origin
4 Hispanic
5 White, not of Hispanic Origin

2 What is your PRIMARY educational goal in attending this college?
1 Improvement of existing "job skills"
2 Preparation for "job to be obtained"
3 University transfer credit
4 Personal interest
5 Other (describe)

3 How do you expect to accomplish the above goal?
1 Selected Course(s) Only
2 Certificate—Less than one year
3 Certificate—One Year
4 Certificate—Two Year
5 Associate Degree
6 Complete Apprenticeship Requirements
7 Other (describe)_____

4 What is your major field (or program) of study?

5 If you are pursuing a formal program of study (i.e., Certificate, Associate Degree, Apprenticeship, other), what portion of it do you expect to have completed by the end of this term?
1 All
2 More than half
3 About half
4 Less than half

6 Do you plan to enroll at this college in the future?
1 Yes; when? → 1 Next term, 2 Later date
2 No
3 Undecided

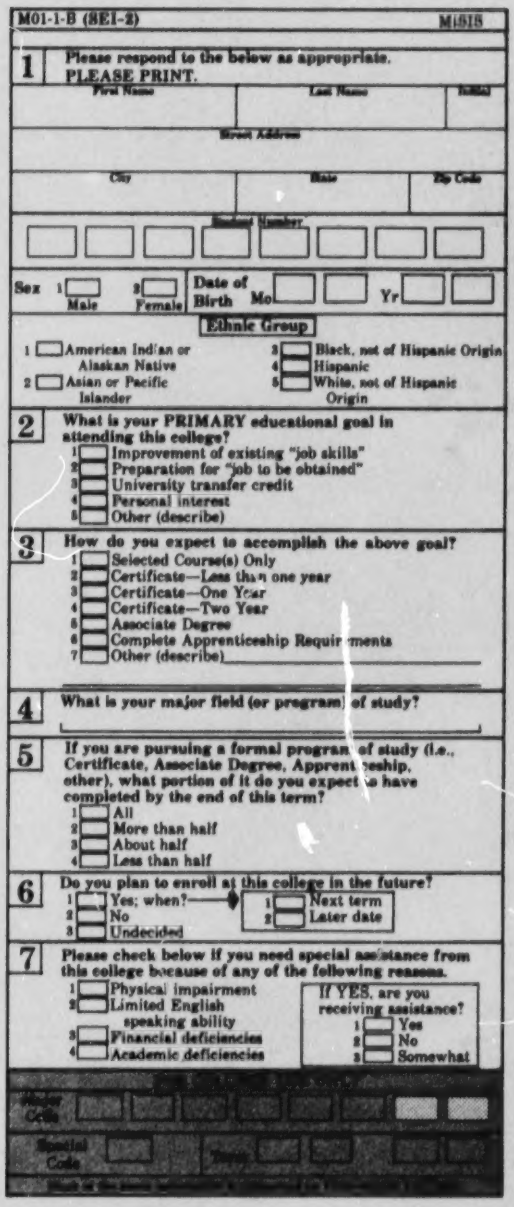
7 Please check below if you need special assistance from this college because of any of the following reasons.
1 Physical impairment
2 Limited English speaking ability
3 Financial deficiencies
4 Academic deficiencies

If YES, are you receiving assistance?
1 Yes
2 No
3 Somewhat

FOR COLLEGE USE ONLY

Major Code | Special Code | Term

Card 2



M01-1-B (SEI-2) MiSIS

1 Please respond to the below as appropriate. PLEASE PRINT.

First Name | Last Name | Initial

Street Address

City | State | Zip Code

Student Number

Sex 1 Male 2 Female | Date of Birth Mo Yr

Ethnic Group

1 American Indian or Alaskan Native
2 Asian or Pacific Islander
3 Black, not of Hispanic Origin
4 Hispanic
5 White, not of Hispanic Origin

2 What is your PRIMARY educational goal in attending this college?
1 Improvement of existing "job skills"
2 Preparation for "job to be obtained"
3 University transfer credit
4 Personal interest
5 Other (describe)

3 How do you expect to accomplish the above goal?
1 Selected Course(s) Only
2 Certificate—Less than one year
3 Certificate—One Year
4 Certificate—Two Year
5 Associate Degree
6 Complete Apprenticeship Requirements
7 Other (describe)_____

4 What is your major field (or program) of study?

5 If you are pursuing a formal program of study (i.e., Certificate, Associate Degree, Apprenticeship, other), what portion of it do you expect to have completed by the end of this term?
1 All
2 More than half
3 About half
4 Less than half

6 Do you plan to enroll at this college in the future?
1 Yes; when? → 1 Next term, 2 Later date
2 No
3 Undecided

7 Please check below if you need special assistance from this college because of any of the following reasons.
1 Physical impairment
2 Limited English speaking ability
3 Financial deficiencies
4 Academic deficiencies

If YES, are you receiving assistance?
1 Yes
2 No
3 Somewhat

Major Code | Special Code | Term

SUBSYSTEM II
WITHDRAWAL FOLLOW-UP

Population: May include those students who formally withdraw or "walk-off" from one or more college courses in which they initially enrolled.

Instrumentation:			
(COS/W)	Course Withdrawal (Card 1 and Card 2)	(M02-1-A)	White Card
(COL/W)	College Withdrawal (Card 1 and Card 2)	(M02-2-A)	Blue Card
(WO)	Walk-off	(M02-3-A)	Gray Card

Subsystem II is concerned with the collection of information from students who depart from courses and/or college before completing a specified enrollment period. This attrition point provides the opportunity to collect a large amount of student data at a reasonable cost in terms of time and effort required on the part of college personnel. For a detailed discussion of this subsystem, the MiSIS Procedures Manual should be consulted.

Instrument Development Rationale

The three instruments in this subsystem were designed on a small card form for ease in implementation. The card size enables the questionnaire to be easily mailed if desired or placed at a point in the college's withdrawal process for completion. These three questionnaires actually collect data at the first point of student attrition after he or she starts attending class.

The course and college withdrawal instruments reflect a two-card option capability with one card possibility being used by institutions collecting social security numbers. Card 2 can be used by those institutions assigning student identification numbers.

The need for the withdrawal subsystem is demonstrated primarily by the desire to collect information about student's reasons for withdrawal in order that the college may direct its resources toward counteracting these withdrawal issues if possible. Of course, as reflected on the three questionnaires on the following pages, a large

amount of student data can be gathered at the same time that "reasons for withdrawal" is collected. The additional information may be helpful in course planning and scheduling. The questionnaires represent an effort to collect information at the following three points of student attrition:

1. When the student withdraws from an individual course (White Card)

2. When the student withdraws from college (Blue Card)

3. When the student "walks-off" without following the formal withdrawal process (Gray Card)

A walk-off survey, of course, necessitates a mail-out survey, while the other withdrawal data can be collected by implementing the first two questionnaires within the college. Procedures to utilize when conducting the "walk-off" mail-out survey are specified in the Procedures Manual.

MiSIS

Course Withdrawal

(COS/W)

Card 1

M02-1-A (COS/W-1) MiSIS

Name _____
(Last) (First) (MI)

SS# ☐☐☐-☐☐-☐☐☐☐

Today's Date ☐☐-☐☐-☐☐
MO DAY YR

1 PLEASE ENTER THE COURSE YOU ARE CURRENTLY DROPPING IN THE SPACES BELOW. (SEE EXAMPLE (A).) REFER TO YOUR "DROP SLIP" FOR THE NECESSARY INFORMATION (DEPT., COURSE NO., SECTION NO.).

	EXAMPLE (A)	COURSE ➡	FOR COLLEGE USE ONLY
DEPARTMENT			
COURSE CODE			
SECTION NO.			

2 Please check your reason(s) for dropping the above course.

1 ☐ Attendance problems
2 ☐ Grade problems
3 ☐ Dissatisfied with instruction
4 ☐ Found job in occupation related to course(s) completed at this college
5 ☐ Transportation problems
6 ☐ Conflicting job hours
7 ☐ Dissatisfied with course content
8 ☐ Too heavy course load
9 ☐ Personal/family illness or injury
A ☐ Other personal/family reasons
B ☐ Other (describe)_____

3 Do you think a discussion with a college counselor would be beneficial to you?

1 ☐ Yes
2 ☐ No
3 ☐ Perhaps

4 Please use the back of this card for any comments and/or suggestions about how we could better serve your educational needs.

FOR COLLEGE USE ONLY

Group Code
1 ☐ O/T
2 ☐ UT
3 ☐ OTH

Special Code ☐

Term ☐☐☐☐

Card 2

M02-1-A (COS/W-2) MiSIS

Name _____
(Last) (First) (MI)

Student Number ☐☐☐☐☐☐☐☐

Today's Date ☐☐-☐☐-☐☐
MO DAY YR

1 PLEASE ENTER THE COURSE YOU ARE CURRENTLY DROPPING IN THE SPACES BELOW. (SEE EXAMPLE (A).) REFER TO YOUR "DROP SLIP" FOR THE NECESSARY INFORMATION (DEPT., COURSE NO., SECTION NO.).

	EXAMPLE (A)	COURSE ➡	FOR COLLEGE USE ONLY
DEPARTMENT			
COURSE CODE			
SECTION NO.			

2 Please check your reason(s) for dropping the above course.

1 ☐ Attendance problems
2 ☐ Grade problems
3 ☐ Dissatisfied with instruction
4 ☐ Found job in occupation related to course(s) completed at this college
5 ☐ Transportation problems
6 ☐ Conflicting job hours
7 ☐ Dissatisfied with course content
8 ☐ Too heavy course load
9 ☐ Personal/family illness or injury
A ☐ Other personal/family reasons
B ☐ Other (describe)_____

3 Do you think a discussion with a college counselor would be beneficial to you?

1 ☐ Yes
2 ☐ No
3 ☐ Perhaps

4 Please use the back of this card for any comments and/or suggestions about how we could better serve your educational needs.

FOR COLLEGE USE ONLY

Group Code
1 ☐ O/T
2 ☐ UT
3 ☐ OTH

Special Code ☐

Term ☐☐☐☐

MiSIS

College Withdrawal

(COL/W)

Card 1

M02-2-A (COL/W-1) MiSIS

Name _____
(Last) (First) (MI)

SS# ☐☐☐-☐☐-☐☐☐☐

Today's Date ☐☐-☐☐-☐☐ MO DAY YR

MAJOR FIELD (or program of study) _____

1 Please check the reason(s) for your college withdrawal.

1 ☐ Attendance problems
2 ☐ Grade problems
3 ☐ Dissatisfied with instruction
4 ☐ Found job in occupation related to course(s) completed at this college
5 ☐ Transportation problems
6 ☐ Conflicting job hours
7 ☐ Dissatisfied with content of course(s)
8 ☐ Dissatisfied with college in general
9 ☐ Change of residence
A ☐ Financial reasons
B ☐ Personal/family illness or injury
C ☐ Other personal/family reasons
D ☐ Other (describe) _____

2 Do you plan to enroll at this college in the future?

1 ☐ Yes; when? → 1 ☐ Next term, 2 ☐ Later date
2 ☐ No
3 ☐ Undecided

3 Are you currently employed?

☐ Yes → How many hours per week? ☐☐
☐ No

4 Please check the appropriate box(es) if you have used any of the below.

1 ☐ Financial Aids
2 ☐ Counseling
3 ☐ Job placement assistance
4 ☐ Health clinic/services
5 ☐ Tutoring services
6 ☐ Veterans services

5 Which statement best describes your feeling about your educational experience at this college?

1 ☐ Very Satisfied
2 ☐ Satisfied
3 ☐ Average
4 ☐ Disappointed
5 ☐ Very Disappointed

FOR COLLEGE USE ONLY

Major Code ☐☐☐☐☐☐☐☐

Special Code ☐ Term ☐☐☐☐

Card 2

M02-2-A (COL/W-2) MiSIS

Name _____
(Last) (First) (MI)

Student Number ☐☐☐☐☐☐☐☐

Today's Date ☐☐-☐☐-☐☐ MO DAY YR

MAJOR FIELD (or program of study) _____

1 Please check the reason(s) for your college withdrawal.

1 ☐ Attendance problems
2 ☐ Grade problems
3 ☐ Dissatisfied with instruction
4 ☐ Found job in occupation related to course(s) completed at this college
5 ☐ Transportation problems
6 ☐ Conflicting job hours
7 ☐ Dissatisfied with content of course(s)
8 ☐ Dissatisfied with college in general
9 ☐ Change of residence
A ☐ Financial reasons
B ☐ Personal/family illness or injury
C ☐ Other personal/family reasons
D ☐ Other (describe) _____

2 Do you plan to enroll at this college in the future?

1 ☐ Yes; when? → 1 ☐ Next term, 2 ☐ Later date
2 ☐ No
3 ☐ Undecided

3 Are you currently employed?

☐ Yes → How many hours per week? ☐☐
☐ No

4 Please check the appropriate box(es) if you have used any of the below.

1 ☐ Financial Aids
2 ☐ Counseling
3 ☐ Job placement assistance
4 ☐ Health clinic/services
5 ☐ Tutoring services
6 ☐ Veterans services

5 Which statement best describes your feeling about your educational experience at this college?

1 ☐ Very Satisfied
2 ☐ Satisfied
3 ☐ Average
4 ☐ Disappointed
5 ☐ Very Disappointed

FOR COLLEGE USE ONLY

Major Code ☐☐☐☐☐☐☐☐

Special Code ☐ Term ☐☐☐☐

MiSIS

Walkoff

(WO)

M02-3-A (WO) MiSIS

1 **Have you stopped attending the course listed on the reverse side of this card?**

1 ☐ No
2 ☐ Yes; I plan to→
- 1 ☐ Return this term
- 2 ☐ Enroll in this course next semester
- 3 ☐ Not return

2 **Why have you stopped attending class?**

1 ☐ Attendance problems
2 ☐ Grade problems
3 ☐ Dissatisfied with instruction
4 ☐ Found job in occupation related to course(s) completed at this college
5 ☐ Transportation problems
6 ☐ Conflicting job hours
7 ☐ Dissatisfied with course content
8 ☐ Too heavy course load
9 ☐ Personal/family illness or injury
A ☐ Other personal/family reasons
B ☐ Other (describe)_____

3 **Have you stopped attending all courses in which you are enrolled?**

1 ☐ Yes
2 ☐ No

4 **Please check the appropriate box(es) if you have used any of the below college services.**

1 ☐ Financial Aids
2 ☐ Counseling
3 ☐ Job placement assistance
4 ☐ Health clinic/services
5 ☐ Tutoring services
6 ☐ Veterans services

5 **Do you plan to enroll at this college in the future?**

1 ☐ Yes; when?→
- 1 ☐ Next term
- 2 ☐ Later date

2 ☐ No
3 ☐ Undecided

6 **Are you currently employed?**

1 ☐ Yes→ How many hours per week? ☐☐
2 ☐ No

7 **Which statement best describes your feelings about your educational experience at this college?**

1 ☐ Very Satisfied
2 ☐ Satisfied
3 ☐ Average
4 ☐ Disappointed
5 ☐ Very Disappointed

DEAR STUDENT: Our records indicate that you have stopped attending the following course:

If this is incorrect please check the appropriate box on the reverse side of this card and return in the postage-paid envelope. If you have stopped attending this course please complete all questions. Through your response we will gain information which will enable us to provide you with the best possible courses and services. Your answers will be kept confidential and will in no way affect your status with this college.

Thank you.

FOR COLLEGE USE ONLY

Dept. | Crs | Sect. | Group Code 1 O/T 2 UT 8 OTH | Term | Special Code

Please make corrections to the information above if necessary.

WO

SUBSYSTEM III
NONRETURNING STUDENT FOLLOW-UP

Population: may include both university transfer/academic and vocational/technical students who, after completing a previous enrollment period, do not return for a subsequent enrollment period.

Instrumentation:
(NRS) Nonreturning Student (M03-1-B) Pink Sheet
(OCC/TECH) Occupational Technical Nonreturning Student (M03-2-B) Blue Sheet

Subsystem III is concerned with the collection of information from students who enroll for a specific period and do not return. The questionnaires facilitate the identification of "drop-outs," "stop-outs," and "leavers" as well as identifying students who complete a short term goal in one or more enrollment period without graduating from a college program. For a detailed discussion of this subsystem, the MiSIS Procedures Manual should be consulted.

Instrument Development Rationale

Since the follow-up of nonreturning students provides the college with the opportunity for short-term feedback from a cross-section of students, it was felt that the questionnaires should be lengthy enough to collect a substantial amount of data. Of course, because of the population, the questionnaires had to be designed for a mail-out type survey.

The need for the nonreturning student subsystem is demonstrated primarily by the desire to collect information about student's reasons for not returning from one enrollment period to the next in order that the college can direct its resources toward counteracting these nonreturning issues if possible. Of course, a variety of other types of information is collected at the same time the "reasons for not returning" information is collected.

Also of importance to the college is the use of the nonreturning student subsystem to fulfill certain student follow-up requirements of the Vocational Education Data System (VEDS). Those items on the nonreturning student questionnaires which can be processed for VEDS "leaver" follow-up reporting are:

Nonreturning Student Questionnaire (Pink Sheet)

	Item	Question Number
1.	Sex and ethnic group information	Section A
2.	Major field of study	Section A
3.	College enrollment status	A-9
4.	Employment status	A-10
5.	Address of firm by which employed	B-1
6.	Job Title	B-1
7.	Relation of employment to course(s) completed	B-2
8.	Salary information	B-3
9.	Hours per week employment	B-4
10.	Name of supervisor	B-5

Occ/Tech Nonreturning Student Questionnaire (Blue Sheet)

	Item	Question Number
1.	Sex and ethnic group information	Section A
2.	Major field of study	Section A
3.	College enrollment status	A-5
4.	Employment status	A-6
5.	Address of firm by which employed	B-1
6.	Job Title	B-1
7.	Relation of employment to course(s) completed	B-2
8.	Salary information	B-3
9.	Hours per week employment	B-4
10.	Name of supervisor	B-5

A more complete description of this subsystem and its relationship to VEDS follow-up reporting is presented in the MiSIS Procedures Manual.

The two questionnaires on the following pages represent an effort to collect information from a cross-section of students who have university transfer and/or vocational/technical intentions. The first questionnaire (pink)

is designed for both groups of students and has common questions to the second questionnaire (blue) which is designed primarily for students with vocational/technical intentions. As stated previously, both questionnaires have been designed to facilitate a mail-out survey.

M03-1-B (NRS) MiSIS Term:

FOR COLLEGE USE ONLY

Term Date Mo Yr

Completion Code

Group Code
1 O/T
2 UT
3 OTH
4 VC

Course Type Code
1 Coop
2 Non-Coop

Target Pop. Code
1 REG
2 DAVT
3 HNCP
4 LEP

Major Code

Level Code
1 Postsecondary
2 Adult–LT
3 Adult–ST
4 OTH

Special Code

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

Note: This survey is authorized by Public Laws 20 USC 2312 and 20 USC 2391 While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

SECTION A — EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major Field (or program of study) _____ (At our college)

SEX
1 Male
2 Female

ETHNIC GROUP
1 American Indian or Alaskan Native
2 Asian or Pacific Islander
3 Black, not of Hispanic Origin
4 Hispanic
5 White, not of Hispanic Origin

AGE
1 16-19
2 20-24
3 25-29
4 30-34
5 35-44
6 45-54
7 55-64
8 65 and over

1 What was your PRIMARY objective in attending our two-year college?
1 Improvement of existing "job skills"
2 Preparation for "job to be obtained"
3 University transfer credit
4 Personal interest
5 Other (describe) _____

2 To what extent has this objective been completed?
1 Fully completed
2 Partially completed
3 Not completed

3 Do you plan to pursue this objective further?
1 Yes: where? → 1 At our college; 2 At another college; 3 Other (describe) _____
2 No

4 How much education is (or was) required to accomplish your educational objective at our college?
1 Selected course(s)
2 Certificate program
3 Two-year associate degree program
4 Other (describe) _____

5 What was your principal reason for NOT re-enrolling at our college this semester?
1 Completed needed courses
2 Transportation problems
3 Transferred to another college
4 Found job in occupation related to course(s) completed at this college
5 Conflicting job hours
6 Financial reasons
7 Change of residence
8 Grade problems
9 Dissatisfied with instruction
A Dissatisfied with content of courses
B Personal family illness or injury
C Other personal family reasons
D Other (describe) _____

Do not write in this column.

6 Which statement best describes your feeling about your educational experience at our college?
1 Very satisfied
2 Satisfied
3 Average
4 Disappointed
5 Very disappointed

7 If you have completed courses in your MAJOR FIELD OF STUDY please rate them according to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to next question.

	Very Good 5	Good 4	Average 3	Poor 2	Very Poor 1
a. Quality of instruction					
b. Grading/Testing					
c. Instructor interest					
d. Content of course(s)					
e. Instructional media					
f. Class size					

8 If you have used any of the below college services, please rate them according to how well they fulfilled your individual needs.

	Very Good 5	Good 4	Average 3	Poor 2	Very Poor 1
a. Financial aids					
b. Counseling					
c. Job placement services					
d. Course advisement					
e. Tutoring services					
f. Veterans services					
g. Learning lab/packages					
h. Student activities					
i. Library services					

9 What is your current educational status? (Check one)
1 Currently attending school
2 Not currently attending school

10 What is your current employment status? (Check one)
1 Employed (Includes all employment, even if below your qualifications; **does not include full-time military service**)
2 Employed (Full-time military service)
3 Unemployed (Not employed, but actively seeking employment)
4 Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

25

OVER PLEASE!

SECTION B

IF YOU ARE CURRENTLY EMPLOYED, OR IN FULL-TIME MILITARY SERVICE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION C.

Do not write in this column

1 Please provide the following information on your present job.

Name of Company or Firm (If self-employed, please write self.)

Company or Firm Mailing Address

City State Zip Code

Your Job Title

Your Job Duties

2 Is this job related to the courses you have completed at our college?

1 ☐ Yes, it is directly or closely related
2 ☐ No, it is only remotely related or is not related at all

3 What is your current salary (gross)? (Do not add in overtime.) This information, when combined with others in your field of study, will provide valuable information to other individuals in their own career planning.

$ _____ . PER 1 ☐ HOUR 2 ☐ WEEK 3 ☐ MONTH 4 ☐ YEAR

4 The salary in the preceding item is based on how many hours per week employment?

_____ HOURS PER WEEK

5 We periodically conduct surveys of **employers** to help us evaluate the courses we offer and to advise us on other courses and programs which are needed. If we may contact your immediate supervisor so he or she can have the opportunity to participate in such a survey, please supply the below information.

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

Please provide address if different from your company address

6 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

1 ☐ Helped to obtain job
2 ☐ Helped performance on present job
3 ☐ Helped advance on present job
4 ☐ None of the above
5 ☐ Other (describe) _____

7 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very good
2 ☐ Good
3 ☐ Average
4 ☐ Poor
5 ☐ Very poor

8 Would you recommend the course(s) taken at our college to others employed in positions similar to yours?

1 ☐ No
2 ☐ Undecided
3 ☐ Yes

9 Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?

1 ☐ No
2 ☐ Yes

SIC
EJT
SI
HR
SJT

SECTION C

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION D.

Do not write in this column.

1 Please provide the below information on your current (or most recently attended) college.

Name of College

City and State

Your Current Major Field of Study

2 Did you have problems transferring to the college indicated above?

1 ☐ Yes: what? →
- 1 ☐ Transferring credit hours
- 2 ☐ Transcript problems
- 3 ☐ Admission problems
- 4 ☐ Other (describe) _____

2 ☐ No

3 How many credit hours earned at our college were not accepted at the college indicated above?

1 ☐ All credit hours accepted
2 ☐ Lost 1 - 3 credit hours
3 ☐ Lost 4 - 6 credit hours
4 ☐ Lost 7 - 12 credit hours
5 ☐ Lost 13 - 21 credit hours
6 ☐ Lost more than 21 credit hours

4 In your opinion, how well did our college prepare you for continuing your education?

1 ☐ Very good
2 ☐ Good
3 ☐ Average
4 ☐ Poor
5 ☐ Very poor

5 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

STATUS
1 ☐ Part-time student (Less than 12 hours)
2 ☐ Full-time student (12 or more hours)

CLASSIFICATION
1 ☐ Freshman
2 ☐ Sophomore
3 ☐ Junior
4 ☐ Senior
5 ☐ Graduate student

TC
TMC

SECTION D

ALL STUDENTS SHOULD ANSWER THIS SECTION.

1 Approximately how many credit and/or clock hours have you completed at our college? Please mark appropriate column.

CREDIT HOURS	CLOCK HOURS
1 ☐ None	1 ☐ None
2 ☐ 1 - 10	2 ☐ 1 - 500
3 ☐ 11 - 20	3 ☐ 501 - 1000
4 ☐ 21 - 30	4 ☐ 1001 - 1500
5 ☐ 31 - 40	5 ☐ 1501 - 2000
6 ☐ 41 - 50	6 ☐ 2001 - 2500
7 ☐ 51 - 60	7 ☐ 2501 - 3000
8 ☐ More than 60	8 ☐ More than 3000

2 How do you see the course(s) completed at our college in terms of your career plans:

1 ☐ of immediate, direct benefit
2 ☐ of long term, direct benefit
3 ☐ of indirect benefit
4 ☐ of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

1 ☐ No
2 ☐ Yes: what course(s)? _____

4 We would appreciate any comments regarding how we could improve the course(s) you have completed and/or services we have provided. Please use the back of college letter for your comments. Thank you for assisting us in our survey. Please return this form in the pre-paid envelope as soon as possible!

(NRS)

M03-2-B (OCC/TECH-NRS) MISIS Term:

FOR COLLEGE USE ONLY

Term Date Mo ☐☐ Yr ☐☐

Completion Code ☐

Group Code
1 ☐ O/T
2 ☐ UT
3 ☐ OTH
4 ☐ VC

Course Type Code
1 ☐ Coop
2 ☐ Non-Coop

Target Pop. Code
1 ☐ REG
2 ☐ DAVT
3 ☐ HNCP
4 ☐ LEP

Major Code ☐☐☐☐

☐☐☐☐

Level Code
1 ☐ Postsecondary
2 ☐ Adult—LT
3 ☐ Adult—ST
4 ☐ OTH

Special Code ☐

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

Note: This survey is authorized by Public Laws 20 USC 2312 and 20 USC 2391. While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major Field (or program of study) _____

SEX
1 ☐ Male
2 ☐ Female

ETHNIC GROUP
1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black, not of Hispanic Origin
4 ☐ Hispanic
5 ☐ White, not of Hispanic Origin

AGE
1 ☐ 16-19
2 ☐ 20-24
3 ☐ 25-29
4 ☐ 30-34
5 ☐ 35-44
6 ☐ 45-54
7 ☐ 55-64
8 ☐ 65 and over

1 What was your PRIMARY objective in attending our two-year college?
1 ☐ Improvement of existing "job skills"
2 ☐ Preparation for "job to be obtained"
3 ☐ University transfer credit
4 ☐ Personal interest
5 ☐ Other (describe) _____

2 To what extent has this objective been completed?
1 ☐ Fully completed
2 ☐ Partially completed
3 ☐ Not completed

3 Do you plan to pursue this objective further?
1 ☐ Yes; where? →
1 ☐ At our college
2 ☐ At another college
3 ☐ Other (describe) _____
2 ☐ No

4 What was your principal reason for NOT re-enrolling at our college this semester?
1 ☐ Completed needed courses
2 ☐ Transportation problems
3 ☐ Transferred to another college
4 ☐ Found job in occupation related to course(s) completed at this college
5 ☐ Conflicting job hours
6 ☐ Financial reasons
7 ☐ Change of residence
8 ☐ Grade problems
9 ☐ Dissatisfied with instruction
A ☐ Dissatisfied with content of courses
B ☐ Personal/family illness or injury
C ☐ Other personal/family reasons
D ☐ Other (describe) _____

5 What is your current educational status? (Check one)
1 ☐ Currently attending school
2 ☐ Not currently attending school

6 What is your current employment status? (Check one)
1 ☐ Employed (Includes all employment, even if below your qualifications; **does not include full-time military service**)
2 ☐ Employed (Full-time military service)
3 ☐ Unemployed (Not employed, but actively seeking employment)
4 ☐ Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

SECTION B

IF YOU ARE CURRENTLY EMPLOYED, OR IN FULL-TIME MILITARY SERVICE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION C.

1 Please provide the following information on your present job.

IHC ☐☐☐

Name of Company or Firm (If self-employed, please write self.) _____

Company or Firm Mailing Address _____ ☐☐☐☐☐

City _____ State _____ Zip Code

EJT ☐☐☐☐☐☐☐☐☐☐

Your Job Title _____

Your Job Duties _____

2 Is this job related to the courses you have completed at our college?
1 ☐ Yes, it is directly or closely related
2 ☐ No, it is only remotely related or is not related at all

27

OVER PLEASE!

3 What is your current salary (gross)? (Do not add in overtime.) This information, when combined with others in your field of study, will provide valuable information to other individuals in their own career planning.

$ _____ PER 1 HOUR 2 WEEK 3 MONTH 4 YEAR

4 The salary in the preceding item is based on how many hours per week employment?

_____ HOURS PER WEEK

5 We periodically conduct surveys of employers to help us evaluate the courses we offer and to advise us on other courses and programs which are needed. If we may contact your immediate supervisor so he or she can have the opportunity to participate in such a survey, please supply the below information.

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

Please provide address if different from your company address.

6 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

1 ☐ Helped to obtain job
2 ☐ Helped performance on present job
3 ☐ Helped advance on present job
4 ☐ None of the above
5 ☐ Other (describe) _____

7 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very good
2 ☐ Good
3 ☐ Average
4 ☐ Poor
5 ☐ Very poor

8 Would you recommend the course(s) taken at our college to others employed in positions similar to yours?

1 ☐ No
2 ☐ Undecided
3 ☐ Yes

9 Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?

1 ☐ No
2 ☐ Yes

SECTION C

ALL STUDENTS SHOULD ANSWER THIS SECTION.

1 Approximately how many credit and/or clock hours have you completed at our college? Please mark appropriate column.

CREDIT HOURS	CLOCK HOURS
1 ☐ None	1 ☐ None
2 ☐ 1 - 10	2 ☐ 1 - 500
3 ☐ 11 - 20	3 ☐ 501 - 1000
4 ☐ 21 - 30	4 ☐ 1001 - 1500
5 ☐ 31 - 40	5 ☐ 1501 - 2000
6 ☐ 41 - 50	6 ☐ 2001 - 2500
7 ☐ 51 - 60	7 ☐ 2501 - 3000
8 ☐ More than 60	8 ☐ More than 3000

2 How do you see the course(s) completed at our college in terms of your career plans:

1 ☐ of immediate, direct benefit
2 ☐ of long term, direct benefit
3 ☐ of indirect benefit
4 ☐ of no benefit

SI

MR

SJT

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

1 ☐ No
2 ☐ Yes: what course(s)? _____

Do not write in this column.

4 Which statement best describes your feeling about your educational experience at our college?

1 ☐ Very satisfied
2 ☐ Satisfied
3 ☐ Average
4 ☐ Disappointed
5 ☐ Very disappointed

5 We would appreciate any comments regarding how we could improve the course(s) you have completed and/or services we have provided. Please use the below space for your comments. Use back of college letter for additional space.

OCC/ TECH- NRS

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

SUBSYSTEM IV
GRADUATE FOLLOW-UP

Population: May include those students who complete degree or certificate/diploma programs (both university transfer/academic and vocational/technical) documented in the college catalog.

Instrumentation:
(GRAD-1) 1st Year Graduate (M04-1-B) Green Sheet
(GRAD-3) 3rd Year Graduate (M04-3-A) Gray Sheet
(GRAD-5) 5th Year Graduate (M04-5-A) Gold Sheet

Subsystem IV is concerned with the collection of information from students who complete college programs (both university transfer/academic and vocational/technical). The three questionnaires facilitate first, third, and fifth year follow-up studies while satisfying the collection of information from vocational/technical students (first year only) who are classified as "completers" by the Vocational Education Data System (VEDS). For a detailed discussion of this subsystem, the MiSIS Procedures Manual should be consulted.

Instrument Development Rationale

Since the program graduate study is one of the most frequent types of follow-up studies conducted by the community colleges, it was felt that a significant amount of data should be collected from this population. The importance of the graduate follow-up study is further emphasized by the realization of the length of time the program graduate has been involved with the college. The three questionnaires are, by necessity, designed for a mail-out survey.

The need for the graduate subsystem is demonstrated primarily by the desire to collect information about students' status and opinion of the college's offerings after a relatively lengthy period of enrollment. Of course, a variety of other types of information is collected at the same time the "status and opinion" information is collected.

Also of importance to the college is the use of part of the graduate subsystem to fulfill certain student follow-up requirements of the Vocational Education Data System (VEDS). Those items on the first year graduate questionnaire which can be processed for VEDS "completer" follow-up reporting are:

	Item	Question Number
1.	Sex and ethnic group information	Section A
2.	Major field of study	Section A
3.	College enrollment status	A-2
4.	Employment status	A-3
5.	Address of firm by which employed	C-1
6.	Job Title	C-1
7.	Relation of employment to course(s) completed	C-2
8.	Salary information	C-3
9.	Hours per week employment	C-4
10.	Name of supervisor	C-5

A more complete description of this subsystem and its relationship to VEDS student follow-up reporting is presented in the MiSIS Procedures Manual.

The three questionnaires on the following pages represent an effort to collect information from first year graduates (green instrument), third year graduates (gray instrument), and fifth year graduates (gold instrument). All questionnaires facilitate the implementation of a mail-out survey of both university transfer/academic and vocational/technical graduates by utilizing the same questionnaire.

M04-1-B (GRAD-1) MiSIS Term:

FOR COLLEGE USE ONLY

Term Date Mo Yr

Completion Code

Group Code
1 O/T
2 UT
3 OTH
4 VC

Course Type Code
1 Coop
2 Non-Coop

Major Code

Target Pop. Code
1 REG
2 DAVT
3 HNCP
4 LEP

Level Code
1 Postsecondary
2 Adult–LT
3 Adult–ST
4 OTH

Special Code

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

Note: This survey is authorized by Public Laws 20 USC 2312 and 20 USC 2391. While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable and timely.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major Field (or program of study) _____

SEX
1 Male
2 Female

ETHNIC GROUP
1 American Indian or Alaskan Native
2 Asian or Pacific Islander
3 Black, not of Hispanic Origin
4 Hispanic
5 White, not of Hispanic Origin

AGE
1 16-19
2 20-24
3 25-29
4 30-34
5 35-44
6 45-54
7 55-64
8 65 and over

1 **What was your PRIMARY objective in attending our two-year college?**
1 Improvement of existing "job skills"
2 Preparation for "job to be obtained"
3 University transfer credit
4 Personal interest
5 Other (describe) _____

2 **What is your current educational status? (Check one)**
1 Currently attending school
2 Not currently attending school

3 **What is your current employment status? (Check one)**
1 Employed (Includes all employment, even if below your qualifications; **does not include full-time military service**)
2 Employed (Full-time military service)
3 Unemployed (Not employed, but actively seeking employment)
4 Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

4 **If you have completed courses in your MAJOR FIELD OF STUDY please rate them according to how well they fulfilled your individual needs. Students with "undecided/undeclared" majors should skip to next question.**

	Very Good 5	Good 4	Average 3	Poor 2	Very Poor 1
a. Quality of instruction					
b. Grading/Testing					
c. Instructor interest					
d. Content of course(s)					
e. Instructional media					
f. Class size					

5 **If you have used any of the below college services, please rate them according to how well they fulfilled your individual needs.**

	Very Good 5	Good 4	Average 3	Poor 2	Very Poor 1
a. Financial aids					
b. Counseling					
c. Job placement services					
d. Course advisement					
e. Tutoring services					
f. Veterans services					
g. Learning lab/packages					
h. Student activities					
i. Library services					

Do not write in this column.

SECTION B

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

TC

1 **Please provide the below information on your current (or most recently attended) college.**

Name of College _____

City and State _____

Your Current Major Field of Study _____

2 **Did you have problems transferring to the college indicated above?**
1 Yes; what?
1 Transferring credit hours
2 Transcript problems
3 Admission problems
4 Other (describe) _____
2 No

TMC

3 **How many credit hours earned at our college were not accepted at the college indicated above?**
1 All credit hours accepted
2 Lost 1 - 3 credit hours
3 Lost 4 - 6 credit hours
4 Lost 7 - 12 credit hours
5 Lost 13 - 21 credit hours
6 Lost more than 21 credit hours

4 **If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.**

STATUS
1 Part-time student (Less than 12 hours)
2 Full-time student (12 or more hours)

CLASSIFICATION
1 Junior
2 Senior
3 Graduate student
4 Other _____

OVER PLEASE!

5 How well did the courses you completed at our college prepare you for continuing your education?

1 ☐ My preparation was excellent
2 ☐ My preparation was satisfactory
3 ☐ Good in some areas only
4 ☐ Fair, but all areas could have been better
5 ☐ My preparation was inadequate

Do not write in this column.

SECTION C

IF YOU ARE CURRENTLY EMPLOYED, OR IN FULL-TIME MILITARY SERVICE, PLEASE ANSWER THIS SECTION. OTHERWISE, SKIP TO SECTION D.

1 Please provide the following information on your present job.

Name of Company or Firm (If self-employed, please write self.)

Company or Firm Mailing Address

City State Zip Code

Your Job Title

Your Job Duties

SIC

EJT

2 Is this job related to the courses you have completed at our college?

1 ☐ Yes, it is directly or closely related
2 ☐ No, it is only remotely related or is not related at all

3 What is your current salary (gross)? (Do not add in overtime.) This information, when combined with others in your field of study, will provide valuable information to other individuals in their own career planning.

$ _____ PER 1 ☐ HOUR 2 ☐ WEEK 3 ☐ MONTH 4 ☐ YEAR

SI

4 The salary in the preceding item is based on how many hours per week employment?

_____ HOURS PER WEEK

5 We periodically conduct surveys of employers to help us evaluate the courses we offer and to advise us on other courses and programs which are needed. If we may contact your immediate supervisor so he or she can have the opportunity to participate in such a survey, please supply the below information.

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

Please provide address if different from your company address

HR

SJT

6 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very good
2 ☐ Good
3 ☐ Average
4 ☐ Poor
5 ☐ Very poor

7 Please check below if the course(s) you took at our college helped you in your occupational area in any of the following ways.

1 ☐ Helped to obtain job
2 ☐ Helped performance on present job
3 ☐ Helped advance on present job
4 ☐ None of the above
5 ☐ Other (describe)_____

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8 Were you employed in your occupational area PRIOR to enrolling in the course(s) completed at our college?

1 ☐ No
2 ☐ Yes

Do not write in this column.

9 How would you rate the availability of jobs in your occupational area?

1 ☐ Very good
2 ☐ Good
3 ☐ Average
4 ☐ Poor
5 ☐ Very poor

SECTION D

ALL STUDENTS SHOULD ANSWER THIS SECTION.

1 If your occupational area is NOT related to the courses you have completed at our college (as indicated in Section C) please check each reason which applies. If occupational area is related to courses completed, go to Question 2.

1 ☐ Transferred to a four-year college
2 ☐ Not sufficiently qualified for a job in my field of college preparation
3 ☐ Preferred to work in another field
4 ☐ Found better paying job in another field
5 ☐ Could not find a job in field of preparation
6 ☐ Worked previously in field of preparation, but changed
7 ☐ Other (describe)_____

2 How do you see the course(s) completed at our college in terms of your career plans:

1 ☐ of immediate, direct benefit
2 ☐ of long term, direct benefit
3 ☐ of indirect benefit
4 ☐ of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

1 ☐ No
2 ☐ Yes; what course(s)?_____

4 We would appreciate any comments regarding how we could improve the course(s) you have completed and/or services we have provided. Please use the below space for your comments. Use back of college letter for additional space.

GRAD-1

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

M04-3-A (GRAD-3) MiSIS Term:

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

BEGIN HERE

Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major Field (or program of study) _____ (At our college)

ETHNIC GROUP
1 ☐ American Indian or Alaskan Native
2 ☐ Black, not of Hispanic Origin
3 ☐ Asian or Pacific Islander
4 ☐ Hispanic
5 ☐ White, not of Hispanic Origin

SEX
1 ☐ Male
2 ☐ Female

FOR COLLEGE USE ONLY

Major Code ☐☐☐☐☐☐☐☐

Course Type Code: 1 ☐ Coop, 2 ☐ Non-Coop

Term Date: Mo ☐☐ Yr ☐☐

Target Pop. Code: 1 ☐ REG, 2 ☐ DAVT, 3 ☐ HNCP

Completion Code ☐

Group Code: 1 ☐ O/T, 2 ☐ UT, 3 ☐ OTH, 4 ☐ VC

Level Code: 1 ☐ Postsecondary, 2 ☐ Adult-LT, 3 ☐ Adult-ST, 4 ☐ OTH

Special Code ☐

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

1 What was your PRIMARY objective in attending our two-year college?

1 ☐ Improvement of existing "job skills"
2 ☐ Preparation for "job to be obtained"
3 ☐ University transfer credit
4 ☐ Personal interest
5 ☐ Other (describe)_____

2 Which one of the below best describes your present status?

1 ☐ Employed, full time
2 ☐ Employed, part time
3 ☐ Unemployed, seeking employment
4 ☐ Military, full time active duty
5 ☐ Continuing education at higher level
6 ☐ Unavailable for employment (describe)_____

3 Please indicate that activity in which you were most involved during each of the below years after you completed your course work at our college.

1st YR.	2nd YR.	
1 ☐	1 ☐	Attending college (4 yr.)
2 ☐	2 ☐	Attending college (other)
3 ☐	3 ☐	Working in field related to courses completed at our college
4 ☐	4 ☐	Working in other field
5 ☐	5 ☐	Unemployed, looking for job
6 ☐	6 ☐	Unemployed, not looking for job
7 ☐	7 ☐	Other (describe)_____

4 How well did the courses you completed at our college prepare you for the above activities?

1 ☐ My preparation was excellent
2 ☐ My preparation was satisfactory
3 ☐ Good in some areas only
4 ☐ Fair, but all areas could have been better
5 ☐ My preparation was inadequate

SECTION B

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

Do not write in this column.

1 What is the name of your current (or most recently attended) college?

Name _____

City and State _____

2 a. What is the highest degree you now hold? MARK IN COLUMN B

A	B	
1 ☐	1 ☐	Associate (A.A., A.A.S., A.S., etc.)
2 ☐	2 ☐	Bachelor's Degree (B.A., B.S., etc.)
3 ☐	3 ☐	Master's Degree (M.A., M.S., etc.)
4 ☐	4 ☐	Ph.D. or Ed.D.
5 ☐	5 ☐	M.D., D.O., D.D.S., or D.V.M.
6 ☐	6 ☐	LL.B., J.D. (Law)
7 ☐	7 ☐	B.D. or M.Div. (Divinity)
8 ☐	8 ☐	Other

b. What are your future degree plans? Mark in Column A

c. In what field of study is the highest degree you now hold?

Major Field (or program of study) _____

3 What is (was) your overall grade point average in your transfer college?

1 ☐ Less than 1.0
2 ☐ 1.0 - 1.9
3 ☐ 2.0 - 2.9
4 ☐ 3.0 - 3.9
5 ☐ 4.0

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status	Classification
1 ☐ Part-time student (Less than 12 hours)	1 ☐ Junior
2 ☐ Full-time student (12 or more hours)	2 ☐ Senior
	3 ☐ Graduate student
	4 ☐ Other

OVER PLEASE!

SECTION C

IF YOU HAVE BEEN EMPLOYED SINCE YOU LEFT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

Do not write in this column.

1 A. IF YOU ARE CURRENTLY EMPLOYED, is your occupation related to the courses you have completed at our college?

1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No (IF NO, Go to Section D)

2 Please complete the information below regarding the occupation related to the courses completed at our college.

_____ Job title

_____ Name of Employer

_____ Street address of Employer

_____ City of Employment

3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

4 If you are employed full-time, please indicate your approximate average monthly salary range (gross) below. This information, when combined with other members of your graduating class, will provide valuable information to other individuals in career planning.

1 ☐ Up to $600
2 ☐ $600 - $699
3 ☐ $700 - $799
4 ☐ $800 - $899
5 ☐ $900 - $999
6 ☐ $1,000 - $1,099
7 ☐ $1,100 - $1,199
8 ☐ $1,200 - $1,299
9 ☐ $1,300 - $1,399
A ☐ $1,400 - $1,499
B ☐ $1,500 - $1,599
C ☐ $1,600 - up

5 How far from our college are you currently living?

1 ☐ Up to 25 miles
2 ☐ 25 - 49 miles
3 ☐ 50 - 99 miles
4 ☐ 100 - 199 miles
5 ☐ 200 miles and over

6 How satisfied are you with your field of employment?

1 ☐ Extremely satisfied
2 ☐ Satisfied
3 ☐ Neutral
4 ☐ Unsatisfied
5 ☐ Extremely unsatisfied

7 How do you see the courses completed at our college in terms of your career plans:

1 ☐ of immediate, direct benefit
2 ☐ of long term, direct benefit
3 ☐ of indirect benefit
4 ☐ of no benefit

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

1 If your occupational area is not related to the courses you have completed at our college (as indicated in Section C) please check each reason which applies. If occupational area is related to courses completed, go to Question 2.

1 ☐ Transferred to a four-year college
2 ☐ Not sufficiently qualified for a job in my field of college preparation
3 ☐ Preferred to work in another field
4 ☐ Found better paying job in another field
5 ☐ Could not find a job in field of preparation
6 ☐ Worked previously in field of preparation, but changed
7 ☐ Other (describe) _____

2 Would you recommend the courses you completed at our college to others?

1 ☐ Yes
2 ☐ No

3 Have you completed credit courses at our college since your original date of completion?

1 ☐ Yes; how many hours?
2 ☐ No

1 ☐ 1 - 6
2 ☐ 7 - 12
3 ☐ 13 - 15
4 ☐ 16 - 18
5 ☐ More than 18

4 We would appreciate any comments regarding how we could improve the program you have completed and/or services we have provided. Use back of college letter if additional space is needed.

GRAD-3

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

M04-5-A (GRAD-5) MiSIS Term:

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

BEGIN HERE

Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

Major Field (or program of study) _____ (At our college)

ETHNIC GROUP
1 American Indian or Alaskan Native
2 Black, not of Hispanic Origin
3 Asian or Pacific Islander
4 Hispanic
5 White, not of Hispanic Origin

SEX
1 Male
2 Female

FOR COLLEGE USE ONLY

Major Code

Course Type Code: 1 Coop, 2 Non-Coop

Term Date: Mo Yr

Target Pop. Code: 1 REG, 2 DAVT, 3 HNCP

Completion Code

Group Code: 1 O/T, 2 UT, 3 OTH, 4 VC

Level Code: 1 Postsecondary, 2 Adult-LT, 3 Adult-ST, 4 OTH

Special Code

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

SECTION A

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

1 What was your PRIMARY objective in attending our two-year college?

1 Improvement of existing "job skills"
2 Preparation for "job to be obtained"
3 University transfer credit
4 Personal interest
5 Other (describe)_____

2 Which one of the below best describes your present status?

1 Employed, full time
2 Employed, part time
3 Unemployed, seeking employment
4 Military, full time active duty
5 Continuing education at higher level
6 Unavailable for employment (describe)_____

3 Please indicate that activity in which you were most involved during each of the below years after you completed your course work at our college.

1st YR.	2nd YR.	3rd YR.	4th YR.	
1	1	1	1	Attending college (4 yr.)
2	2	2	2	Attending college (other)
3	3	3	3	Working in field related to courses completed at our college
4	4	4	4	Working in other field
5	5	5	5	Unemployed, looking for job
6	6	6	6	Unemployed, not looking for job
7	7	7	7	Other (describe)_____

4 How well did the courses you completed at our college prepare you for the above activities?

1 My preparation was excellent
2 My preparation was satisfactory
3 Good in some areas only
4 Fair, but all areas could have been better
5 My preparation was inadequate

SECTION B

IF YOU HAVE ENROLLED IN ANOTHER COLLEGE SINCE YOUR ENROLLMENT AT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

Do not write in this column.

1 What is the name of your current (or most recently attended) college?

Name

City and State

2 a. What is the highest degree you now hold? MARK IN COLUMN B

A	B	
1	1	Associate (A.A., A.A.S., A.S., etc.)
2	2	Bachelor's Degree (B.A., B.S., etc.)
3	3	Master's Degree (M.A., M.S., etc.)
4	4	Ph.D. or Ed.D.
5	5	M.D., D.O., D.D.S., or D.V.M.
6	6	LL.B., J.D. (Law)
7	7	B.D. or M.Div. (Divinity)
8	8	Other

b. What are your future degree plans? Mark in Column A

c. In what field of study is the highest degree you now hold?

Major Field (or program of study)

3 What is (was) your overall grade point average in your transfer college?

1 Less than 1.0
2 1.0 - 1.9
3 2.0 - 2.9
4 3.0 - 3.9
5 4.0

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status:
1 Part-time student (Less than 12 hours)
2 Full-time student (12 or more hours)

Classification:
1 Junior
2 Senior
3 Graduate student
4 Other

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OVER PLEASE!

SECTION C

IF YOU HAVE BEEN EMPLOYED SINCE YOU LEFT OUR COLLEGE, PLEASE ANSWER THIS SECTION.

Do not write in this column.

1 A. IF YOU ARE CURRENTLY EMPLOYED, is your occupation related to the courses you have completed at our college?

1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No

B. IF NO, have you been employed in an occupation related to the courses you completed at our college since you left our college?

1 ☐ Yes, directly related
2 ☐ Yes, closely related
3 ☐ No (IF NO, Go to Section D)

2 Please complete the information below regarding the occupation related to the courses completed at our college.

_____ Job title

_____ Name of Employer

_____ Street address of Employer

_____ City of Employment

3 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

4 If you are employed full-time, please indicate your approximate average monthly salary range (gross) below. This information, when combined with other members of your graduating class, will provide valuable information to other individuals in career planning.

1 ☐ Up to $600
2 ☐ $600 - $699
3 ☐ $700 - $799
4 ☐ $800 - $899
5 ☐ $900 - $999
6 ☐ $1,000 - $1,099
7 ☐ $1,100 - $1,199
8 ☐ $1,200 - $1,299
9 ☐ $1,300 - $1,399
A ☐ $1,400 - $1,499
B ☐ $1,500 - $1,599
C ☐ $1,600 - up

5 How far from our college are you currently living?

1 ☐ Up to 25 miles
2 ☐ 25 - 49 miles
3 ☐ 50 - 99 miles
4 ☐ 100 - 199 miles
5 ☐ 200 miles and over

6 How satisfied are you with your field of employment?

1 ☐ Extremely satisfied
2 ☐ Satisfied
3 ☐ Neutral
4 ☐ Unsatisfied
5 ☐ Extremely unsatisfied

7 How do you see the courses completed at our college in terms of your career plans:

1 ☐ of immediate, direct benefit
2 ☐ of long term, direct benefit
3 ☐ of indirect benefit
4 ☐ of no benefit

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

1 If your occupational area is not related to the courses you have completed at our college (as indicated in Section C) please check each reason which applies. If occupational area is related to courses completed, go to Question 2.

1 ☐ Transferred to a four-year college
2 ☐ Not sufficiently qualified for a job in my field of college preparation
3 ☐ Preferred to work in another field
4 ☐ Found better paying job in another field
5 ☐ Could not find a job in field of preparation
6 ☐ Worked previously in field of preparation, but changed
7 ☐ Other (describe) _____

2 Would you recommend the courses you completed at our college to others?

1 ☐ Yes
2 ☐ No

3 Have you completed credit courses at our college since your original date of completion?

1 ☐ Yes; how many hours?
2 ☐ No

1 ☐ 1 - 6
2 ☐ 7 - 12
3 ☐ 13 - 15
4 ☐ 16 - 18
5 ☐ More than 18

4 We would appreciate any comments regarding how we could improve the program you have completed and/or services we have provided. Use back of college letter if additional space is needed.

GRAD-5

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

SUBSYSTEM V
EMPLOYER FOLLOW-UP

Population: May include those employers of students who may have responded to a previous college survey.
Instrumentation: (EMP) Employer (M05-1-A) Tan Sheet

Subsystem V is concerned with the collection of information from employers of students who were enrolled in or completed a program offered by the college. The list of employer addresses can be obtained from the appropriate survey in which this information is solicited. For a detailed discussion of the operation of this subsystem, the MiSIS Procedures Manual should be consulted.

Instrument Development Rationale

The employer subsystem is the only MiSIS subsystem which is concerned with a population other than college students. Realizing this and the potential impact of an employer follow-up on the operation of the college's programs, a questionnaire was designed which seemed lengthy enough to gather a significant amount of data and short enough to yield meaningful response rates. Of course, because of the population, the questionnaire had to be designed for a mail-out type survey.

Also of importance to the college is the use of the employer subsystem to fulfill the employer follow-up requirements of the Vocational Education Data System (VEDS). Those items on the employer questionnaire which can be processed for VEDS employer follow-up reporting are:

Item	Question Number
Sex and ethnic group information	"For College Use Only" section
Major field of study	"For College Use Only" section
Employer's rating of employee's work attitude	3-h
Employer's rating of employee's technical knowledge	4-b

Item	Question Number
Employer's rating of employee's work quality	4-f
Employer's opinion of training received by employee	5
Employer's opinion of preparation in relation to other employees without such training	7

A more complete description of this subsystem and its relationship to VEDS employer follow-up reporting is presented in the MiSIS Procedures Manual.

The questionnaire on the following page represents an effort to collect information from employers of former students. Of course, the employer survey can only be initiated after some type of survey is conducted to find out the names and addresses of the firms or businesses which are employing former students. After this information is obtained, the appropriate documentation can be entered on the employer questionnaire for program identification purposes.

M05-1-A (EMP) MiSIS Term:

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

Note: This survey is authorized by Public Laws 20 USC 2312 and 20 USC 2391. While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

FOR COLLEGE USE ONLY

SEX
1 ☐ Male
2 ☐ Female

ETHNIC GROUP
1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black, not of Hispanic Origin
4 ☐ Hispanic
5 ☐ White, not of Hispanic Origin

AGE
1 ☐ 16-19
2 ☐ 20-24
3 ☐ 25-29
4 ☐ 30-34
5 ☐ 35-44
6 ☐ 45-54
7 ☐ 55-64
8 ☐ 65 and over

Term Date Mo ☐☐ Yr ☐☐

Completion Code ☐

Group Code
1 ☐ O/T
2 ☐ UT
3 ☐ OTH
4 ☐ VC

Course Type Code
1 ☐ Coop
2 ☐ Non-Coop

Major Code ☐☐☐☐

Target Pop. Code
1 ☐ REG
2 ☐ DAVT
3 ☐ HNCP
4 ☐ LEP

EMP Code ☐ Special Code ☐

Level Code
1 ☐ Postsecondary
2 ☐ Adult-LT
3 ☐ Adult-ST
4 ☐ OTH

IDENTIFICATION _____ ☐☐☐☐☐ EJT

JOB TITLE _____ ☐☐☐☐

PROGRAM MAJOR _____ ☐☐☐ SIC

EMPLOYER (COMPANY NAME - INSTITUTION - ORGANIZATION, ETC.)

1 Is the job title and status of this individual accurate?
1 ☐ Yes
2 ☐ No; IF NO, please describe change(s) below.

_____

_____

2 What is your relationship with this individual?
1 ☐ Employer
2 ☐ Supervisor
3 ☐ Personnel staff
4 ☐ Co-worker
5 ☐ Other (describe) _____

_____

OVER PLEASE!

3 **Please rate the training received by this individual in the following areas. Please respond only to those areas you feel are appropriate.**

Do not write in this column.

	Very Good 5	Good 4	Average 3	Poor 2	Very Poor 1
a. Accepting responsibility	☐	☐	☐	☐	☐
b. Punctuality	☐	☐	☐	☐	☐
c. Personal initiative	☐	☐	☐	☐	☐
d. Willingness to learn	☐	☐	☐	☐	☐
e. Co-worker cooperation	☐	☐	☐	☐	☐
f. Management cooperation	☐	☐	☐	☐	☐
g. Work attendance	☐	☐	☐	☐	☐
h. Work attitude	☐	☐	☐	☐	☐
i. Personal appearance	☐	☐	☐	☐	☐
j. Compliance with policies	☐	☐	☐	☐	☐

4 **Please rate the training received by this individual in the following skill areas. Please respond only to those areas you feel are applicable to the occupational area.**

	Very Good 5	Good 4	Average 3	Poor 2	Very Poor 1
a. Mathematical skills	☐	☐	☐	☐	☐
b. Technical knowledge	☐	☐	☐	☐	☐
c. Organizational ability	☐	☐	☐	☐	☐
d. Communication skills	☐	☐	☐	☐	☐
e. Problem solving skills	☐	☐	☐	☐	☐
f. Work quality	☐	☐	☐	☐	☐
g. Work quantity	☐	☐	☐	☐	☐
h. Manual dexterity	☐	☐	☐	☐	☐
i. Meeting the public	☐	☐	☐	☐	☐
j. Following instructions	☐	☐	☐	☐	☐
k. Operation of equipment	☐	☐	☐	☐	☐

5 **What is your <u>overall</u> rating of the training received by this individual as it relates to the requirements of his or her job?**

1 ☐ Very good
2 ☐ Good
3 ☐ Average
4 ☐ Poor
5 ☐ Very poor

6 **What, in your opinion, is the job outlook for program employees of this particular occupational field?**

Do not write in this column.

Present		Future
1 ☐	Very good	1 ☐
2 ☐	Good	2 ☐
3 ☐	Average	3 ☐
4 ☐	Poor	4 ☐
5 ☐	Very poor	5 ☐

7 **As a result of this person's training, how would you rate his or her preparation in relation to other employees in his or her working group who did not receive such training?**

1 ☐ No basis for comparison
2 ☐ Individual is better prepared
3 ☐ Both are about the same
4 ☐ Individual is less prepared

8 **To what extent, if any, has this individual's training added to his or her ability for job placement and advancement?**

1 ☐ Very much
2 ☐ Much
3 ☐ Average
4 ☐ Very little
5 ☐ None

9 **What was the primary source(s) for the initial hiring of this individual?**

1 ☐ Employment agency
2 ☐ College faculty member
3 ☐ College job placement office
4 ☐ Mutual acquaintance
5 ☐ Applicant applied on own initiative
6 ☐ Other (describe)_____

_____

_____

A **What suggestions do you have for improving the technical and/or personal skills of future employees?**

B **What, in your opinion, are additional areas of training (job titles, skills, etc.) in which our school should become involved?**

EMP

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS FORM IN THE PRE-PAID ENVELOPE AS SOON AS POSSIBLE!

SUBSYSTEM VI
CONTINUING EDUCATION FOLLOW-UP

Population: May include students who complete preparatory, supplemental, or other continuing education courses.

Instrumentation:
(CE-Prep) CE-Preparatory (M06-1A) Natural Card
(CE-SUPP) CE-Supplemental (M06-2-A) Yellow Card
(CE-OTH) CE-Other (M06-3-A) Red Card

Subsystem VI is concerned with the collection of information from students who complete certain continuing education courses. The three questionnaires facilitate three different types of continuing education follow-up studies while satisfying the collection of information from students completing courses of longer than 500 contact hours for Vocational Education Data System (VEDS) reporting. For a detailed discussion of this subsystem, the MiSIS Procedures Manual should be consulted.

Instrument Development Rationale

It was felt that the questionnaires would be as short as possible while allowing sufficient flexibility to follow-up different continuing education populations. One of the questionnaires (natural card) contains the necessary questions for VEDS follow-up reporting on the required continuing education population. Specifically, those items on the CE/PREP questionnaire which can be processed for VEDS student follow-up reporting are:

Item	Question Number
Sex and ethnic group information	Section A
Major field of study	Section A
College enrollment status	1
Employment status	2
Address of firm by which employed	3
Job Title	3
Relation of employment to course(s) completed	4

Item	Question Number
Salary information	5
Hours per week employment	6
Name of supervisor	7

A more complete description of this subsystem and its relationship to VEDS student follow-up reporting is presented in the MiSIS Procedures Manual.

The three questionnaires on the following pages represent an effort to collect information from students who complete certain continuing education courses. As discussed previously, the first questionnaire (natural card) is designed for VEDS reporting. The second questionnaire (yellow card) is designed for supplemental course completers, while the third questionnaire (red card) is designed for completers of other continuing education courses. The questionnaires facilitate a mail-out type survey although many colleges choose to implement this type of survey on the last class day of the course. Of course, the CE-PREP card must be mailed out at the appropriate time for compliance with VEDS follow-up reporting.

MISIS

Continuing Education — PREPARATORY

(CE-PREP)

M06-1-A (CE-PREP) MiSIS Term:

1 What is your current educational status? (Check one)
1 ☐ Currently attending school
2 ☐ Not currently attending school

Do not write in this column

2 What is your current employment status? (Check one)
1 ☐ Employed (Includes all employment, even if below your qualifications; **does not include full-time military service**)
2 ☐ Employed (Full-time military service)
3 ☐ Unemployed (Not employed, but actively seeking employment
4 ☐ Not in labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

SJC

Note: If you are currently employed or in full-time military service, please answer the remaining questions. Otherwise, skip the remaining items. Be sure to respond to the items on the reverse side of this form.

3 Please provide the following information on your present job.

SJT

Name of Company or Firm (If self-employed, please write self.)

Company or Firm Mailing Address

City State Zip Code

Your Job Title

Your Job Duties

4 Is this job related to the courses you have completed at our school?
1 ☐ Yes, it is directly or closely related
2 ☐ No, it is only remotely related or is not related at all

SI

5 What is your current salary (gross)? (Do not add in overtime.) This information, when combined with others in your field of study, will provide valuable information to other individuals in their own career planning.

$ _____ PER 1 HOUR 2 WEEK 3 MONTH 4 YEAR

6 The salary in the preceding item is based on how many hours per week employment?

_____ HOURS PER WEEK

HR

7 We periodically conduct surveys of employers to help us evaluate the courses we offer and to advise us on other courses and programs which are needed. If we may contact your immediate supervisor so he or she can have the opportunity to participate in such a survey, please supply the below information.

SJT

Supervisor's Last Name First Name M.I.

Supervisor's Job Title

Please provide address if different from your company address.

THANK YOU VERY MUCH FOR YOUR COOPERATION. PLEASE RETURN THIS FORM IN THE ENCLOSED ENVELOPE. BE SURE THAT YOU HAVE RESPONDED TO THE REVERSE SIDE OF THIS FORM.

CE-PREP

Please make corrections to the information above if necessary.

PROJECT FOLLOW-UP

BEGIN HERE

Note: This survey is authorized by Public Laws 20 USC 2312 and 20 USC 2291. While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

A Please respond to the below as appropriate. This information is needed for equal opportunity education and employment reporting.

MAJOR _____ (At our school)

SEX
1 ☐ Male
2 ☐ Female

ETHNIC GROUP
1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black, not of Hispanic Origin
4 ☐ Hispanic
5 ☐ White, not of Hispanic Origin

AGE
1 ☐ 16-19
2 ☐ 20-24
3 ☐ 25-29
4 ☐ 30-34
5 ☐ 35-44
6 ☐ 45-54
7 ☐ 55-64
8 ☐ 65 and over

OVER PLEASE!

FOR COLLEGE USE ONLY

Term: Mo ☐☐ Yr ☐☐

Completion Code ☐

Course Type Code: 1 ☐ Comp 2 ☐ Non-Comp

Group Code: 1 ☐ O/T 2 ☐ UT 3 ☐ OTH 4 ☐ VC

Target Pop. Code: 1 ☐ REG 2 ☐ DAVT 3 ☐ HNCP 4 ☐ LEP

Major Code ☐☐☐☐

Level Code: 1 ☐ Postsecondary 2 ☐ Adult-LT 3 ☐ Adult-ST 4 ☐ OTH

Form Code ☐ Special Code ☐

MiSIS

Continuing Education — Supplemental

(CE-SUPP)

M06-2-A (CE-SUPP) MiSIS Term:

(COURSE NUMBER)

(COURSE NAME)

1 **How would you rate the courses you completed at our college in relation to usefulness to you in your occupational area?**

1 ☐ Very good
2 ☐ Good
3 ☐ Fair
4 ☐ Poor
5 ☐ Very poor

2 **Please check below if the course you completed at this college helped you in your occupational area in any of the following ways.**

1 ☐ Helped to obtain new job
2 ☐ Helped performance on present job
3 ☐ Helped advance on present job
4 ☐ None of the above
5 ☐ Other (describe) _____

3 **A. Do you plan to enroll in a course at our college in the future?**

1 ☐ Yes: when? → 1 ☐ Next term, 2 ☐ Later date
2 ☐ No
3 ☐ Undecided

B. IF YES, in what type of course(s) do you plan to enroll?

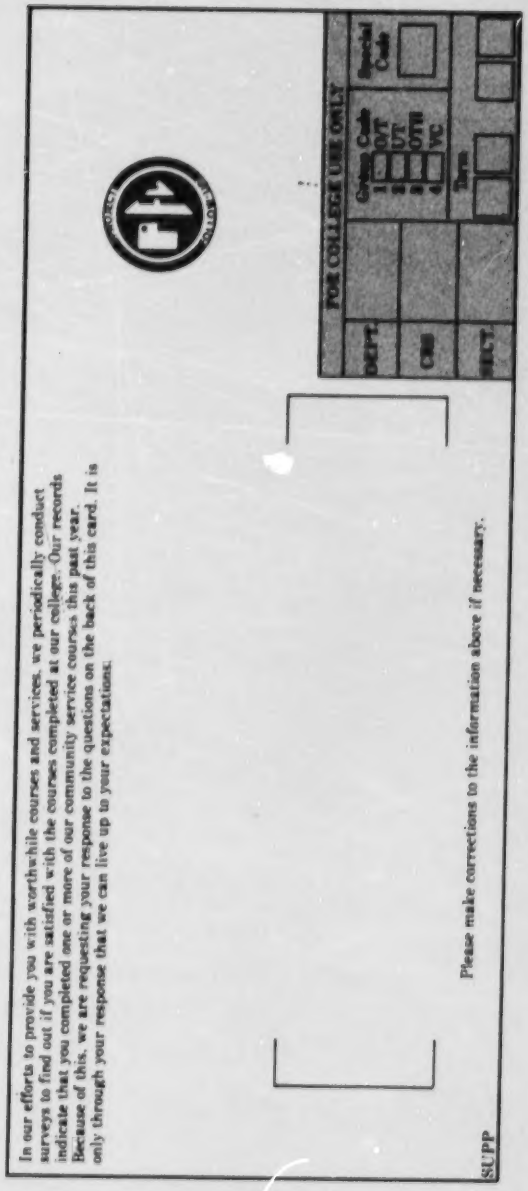
1 ☐ College credit course(s)
2 ☐ Other noncredit course(s)
3 ☐ Both

4 **What course(s) would you like to see offered that we are not presently offering?** _____

5 **Approximately how many college credit hours have you previously completed:**

At our college?	At other colleges?
1 ☐ None	1 ☐ None
2 ☐ 1 - 10	2 ☐ 1 - 29
3 ☐ 11 - 20	3 ☐ 30 - 69
4 ☐ 21 - 30	4 ☐ 70 - 109
5 ☐ 31 - 40	5 ☐ More than 109
6 ☐ 41 - 50	6 ☐ Bachelor's degree
7 ☐ 51 - 60	7 ☐ Above Bachelor's
8 ☐ More than 60	

THANK YOU FOR ASSISTING US IN OUR SURVEY! PLEASE RETURN THIS CARD IN THE ENCLOSED PRE-PAID ENVELOPE AS SOON AS POSSIBLE!


In our efforts to provide you with worthwhile courses and services, we periodically conduct surveys to find out if you are satisfied with the courses completed at our college. Our records indicate that you completed one or more of our community service courses this past year. Because of this, we are requesting your response to the questions on the back of this card. It is only through your response that we can live up to your expectations.
Please make corrections to the information above if necessary.
FOR COLLEGE USE ONLY
DEPT.
CRS
SECT.
Special Code
Term
SUPP

MiSIS

Continuing Education — Other

(CE-OTH)

M06-3-A (CE-OTH) MiSIS Term:

(COURSE NUMBER)

(COURSE NAME)

CHECK APPROPRIATE BOX(ES) WITHIN EACH OF THE CATEGORIES BELOW:

1 **How would you rate the course you completed at our college in relation to how it fulfilled your own individual needs?**

1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

2 **A. Do you plan to enroll in a course at our college in the future?**

1 ☐ Yes: when? → 1 ☐ Next term, 2 ☐ Later date
2 ☐ No
3 ☐ Undecided

B. IF YES, in what type of course(s) do you plan to enroll?

1 ☐ College credit course(s)
2 ☐ Other noncredit course(s)
3 ☐ Both

3 **What course(s) would you like to see offered that we are not presently offering?**

_____

_____

_____

_____

4 **Approximately how many college credit hours have you previously completed:**

At our college?	At other colleges?
1 ☐ None	1 ☐ None
2 ☐ 1 - 10	2 ☐ 1 - 29
3 ☐ 11 - 20	3 ☐ 30 - 69
4 ☐ 21 - 30	4 ☐ 70 - 109
5 ☐ 31 - 40	5 ☐ More than 109
6 ☐ 41 - 50	6 ☐ Bachelor's degree
7 ☐ 51 - 60	7 ☐ Above Bachelor's
8 ☐ More than 60	

FOR COLLEGE USE ONLY

Special Code

Cross Code 1 OT 2 OTH 3 VC

Term

DEPT

CRS

SECT

In our efforts to provide you with worthwhile courses and services, we periodically conduct surveys to find out if you are satisfied with the courses completed at our college. Our records indicate that you completed one or more of our community service courses this past year. Because of this, we are requesting your response to the questions on the back of this card. It is only through your response that we can live up to your expectations.

Please make corrections to the information above if necessary.

OTH

MiSIS LOCAL USES AND LEGISLATIVE LINKAGES

MiSIS has been designed by the Michigan Community College System for use by the Michigan Community Colleges. Since participation in MiSIS is totally voluntary, each college may choose its own level of participation based on its own level of MiSIS informational needs. Questionnaires are chosen on a discretionary basis to produce data which can be used in a variety of ways. Some of the more pertinent local "uses" of the information are:

* career counseling with students
* identifying needed student services and instructional enhancement activities.
* institutional planning and program evaluations
* student recruitment
* institutional research
* community public relations
* labor market information
* college promotion activities
* communications with local occupational advisory committees
* communications with accreditation visit teams
* producing information for students as educational consumers
* development of curricula
* promoting communications among administration and faculty
* identifying special needs of students
* determination of employment success of students in nontraditional occupations
* cost effectiveness studies

* information for occupational brochures

* formulating college policies and guidelines

* communication and sharing of data among colleges

* and, many more

In addition to the above, many of the "uses" of MiSIS are related to national and state activities as shown below:

	Page No.
* Career Education Incentive Act (Public Law 95-207)	VII- 3
* Career Education Information (Public Law 94-482)	VII- 5
* Comprehensive Employment and Training Act (Public Law 95-524)	VII- 7
* Control of Paperwork (Public Law 95-561)	VII-11
* Educational Information Centers (Public Law 94-482)	VII-14
* Lifelong Learning (Public Law 94-482)	VII-17
* National Center for Research in Vocational Education (Public Law 94-482)	VII-19
* National and State Occupational Information Coordinating Committees (Public Law 94-482)	VII-22
* National Vocational Education Study (Public Law 94-482)	VII-24
* State Vocational Education Programs (Public Law 94-482)	VII-27
* State Planning Commissions for Postsecondary Education (Public Law 94-482)	VII-35
* Student Consumer Information (Public Law 94-482)	VII-36
* Supply/Demand Systems (NOICC and SOICC's)	VII-37
* Vocational Education Data System (Public Law 94-482)	VII-39
* Vocational Evaluations (Federal Register-October 3, 1977)	VII-41
* Veterans Administration Follow-up (DVB Circular 20-77-31)	VII-45

A description of the above (see following pages) has been excerpted from selected legislation and other documents. MiSIS can also be used to provide valuable information for Michigan to complement individual perceptions of community college occupational programs as measured by PROE (Program Review in Occupational Education).

CAREER EDUCATION INCENTIVE ACT

Public Law 95-207 Career Education Incentive Act

(An Act to authorize a career education program for elementary and secondary schools and for other purposes)

(EXCERPT)

POSTSECONDARY EDUCATIONAL DEMONSTRATION PROJECTS

Sec. 11. a. The Commissioner is authorized to arrange by way of grant, contract, or other arrangement with institutions of higher education, public agencies and nonprofit private organizations for the conduct of postsecondary educational career demonstration projects which-

1. may have national significance or be of special value in promoting the field of career education in post-secondary educational programs,

2. have unusual promise of promoting postsecondary career guidance and counseling programs, particularly postsecondary guidance and counseling programs designed to overcome bias and stereotyping on account of race, sex, age, economic status, or handicap, or

3. show promise of strengthening career guidance, counseling, placement, and follow-up services . . .

CAREER EDUCATION INFORMATION

Sec. 12. a. In consultation with members of the National Occupational Information Coordinating Committee, the Commissioner shall examine the occupational information needs of individuals and organizations eligible for participation in programs assisted by this Act. The examination shall consider the present activities of the National Occupational Information Coordinating Committee, the State Occupational Information Coordinating Committees, and other occupational information activities of the Office of Education, the National Institute of Education, the Bureau of Labor Statistics, the Employment and Training Administration, and such other Federal agencies as the Commissioner deems appropriate. Upon the conclusion of the examination, the Commissioner shall, either directly or

by way of grant, contract or other arrangement, furnish information to interested parties on Federal programs which gather, analyze and disseminate occupational and career information.

CAREER EDUCATION INFORMATION

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes)

(EXCERPT)

PART C -- CAREER EDUCATION AND CAREER DEVELOPMENT

PURPOSE

Sec 331. It is the purpose of this part to provide Federal assistance to States to enable them to plan for the development of career education and career development programs and activities for individuals of all ages, and to plan for the improvement of existing programs and activities, in the areas of awareness, exploration, planning, and decisionmaking of individuals served with regard to career opportunities and career development throughout the lifetimes of such individuals, through--

1. planning for the development of information on the needs for career education and career development for all individuals;

2. planning for the promotion of a national dialogue on career education and career development designed to encourage each State and local educational agency to determine and adopt the approach best suited to the needs of the individuals served by each such agency;

3. planning for the assessment of the status of career educational and career development programs and practices, including a reassessment of the stereotyping of career opportunities by race or by sex;

4. planning for the demonstration of the best of the current career education and career development programs and practices by planning to develop and test exemplary programs and practices using various theories, concepts, and approaches with respect to career education and through planning for a nationwide system of regional career education centers;

5. planning for the training and retraining of persons for conducting career education and career development programs; and

6. developing State and local plans for implementing programs designed to ensure that every person has the opportunity to gain the knowledge and skills necessary for gainful or maximum employment and for full participation in our society according to his or her ability.

CAREER INFORMATION

Sec. 335. (a) The Commissioner shall provide, either directly or by grant or contract, for--

(1) the gathering, cataloguing, storing, analyzing, and disseminating information related to the availability of, and preparation for, careers in the United States, including information concerning current career options, future career trends, and career education;

(2) the ongoing analysis of career trends and options in the United States, using information from both the public and private sectors, including such sources as the Bureau of Labor Statistics, the Department of Commerce, the Tariff Commission, economic analysts, labor unions, and private industry;

(3) the publication of periodic reports and reference works using analysis prepared pursuant to this section and containing exemplary materials from the career education field, including research findings, results, and techniques from successful projects and programs, and highlights of ongoing analyses of career trends in the United States; and

(4) the conduct of seminars, workshops, and career information sessions for the purpose of disseminating to teachers, guidance counselors, other career educators, administrators, other education personnel, and the general public information compiled and analyzed under this section.

(b) In carrying out the provisions of this part, and to the extent practicable, the Commissioner shall (1) make use of existing offices, centers, clearinghouses, and research capabilities. (2) coordinate among the offices, centers, clearinghouses, and research capabilities in carrying out his career information responsibilities, and (3) use the career information capabilities of the Education Division.

COMPREHENSIVE EMPLOYMENT AND TRAINING

Public Law 95-524 Comprehensive and Employment and Training Act of 1978

(An Act to amend the Comprehensive Employment and Training Act of 1973 to provide improved employment and training services, to extend the authorization, and for other purposes.

(EXCERPT)

PART B -- RESEARCH, TRAINING AND EVALUATION

RESEARCH

Sec. 311. (a) To assist the Nation in expanding work opportunities and assuring access to those opportunities for all who desire it, the Secretary shall establish a comprehensive program of employment and training research utilizing the methods, techniques, and knowledge as will aid in the solution of the Nation's employment and training problems. The programs required by this section may include, but need not be limited to, studies, the findings of which may contribute to the formulation of employment and training policy; development or improvement of employment and training programs; increased knowledge about labor market processes, including programs designed to eliminate artificial barriers to employment; reduction of employment and its relationship to price stability; promotion of more effective worker development, training, and utilization; improved national, regional and local means of measuring future labor demand and supply; enhancement of job opportunities; skill training to qualify employees for positions of greater skill; responsibility, and remuneration; meeting of worker shortages; easing of the transition from school to work, from income transfer payment dependency to employment, from one job to another, and from work to retirement; testing the usefulness of sheltered employment for the difficult to employ; opportunities and services for older persons who desire to enter or reenter the labor force; and for improvement of opportunities for employment and advancement through the reduction of discrimination and disadvantage arising from poverty, ignorance, or prejudice.

EVALUATION

Sec. 313. (a) The Secretary shall provide for the continuing evaluation of all programs , activities, and research and demonstration projects conducted pursuant to this Act, including their

cost-effectiveness in achieving the purposes of this Act, their impact on communities and participants, their implication for related programs, the extent to which they meet the needs of persons by age, sex, race and national origin, and the adequacy of the mechanism for the delivery of services. In conducting evaluations, the Secretary shall compare the effectiveness of programs conducted by prime sponsors of the same class and of different classes, and shall compare the effectiveness of programs conducted by prime sponsors with similar programs carried out by the Secretary under the Act. The Secretary shall also arrange for obtaining the opinions of participants about the strengths and weaknesses of the programs.

(b) The Secretary shall evaluate the effectiveness of programs authorized under this Act and part C of title IV of the Social Security Act with respect to the statutory goals and objectives, including increases in employment and earnings for participants, duration in training and employment situations, information on the post-enrollment labor market experience of program participants for at least a year following their termination from such programs and comparable information on other employees or trainees of participating employers.

(c) In order to reduce the paperwork burden and costs on prime sponsors, project applicants and program agents, in carrying out evaluations of the cost-effectiveness of identical or similar programs of prime sponsors, the impact of such programs on communities and agents, the implication for related programs, and the adequacy of the mechanism for the delivery of services, the secretary shall to the maximum extent possible, consistent with the purposes of this Act, use statistical sampling techniques.

(d) The Secretary shall prepare and submit to the Congress an annual evaluation plan, setting forth major themes for the areas of research, statistics, evaluation, experimentation, and demonstrations to be undertaken in the succeeding fiscal year, the program purposes and policy alternatives to which each such area is related and the current and proposed funding and staffing levels. The Secretary shall specify in the portions of the plan relating to experimentation and demonstrations the intended outcome of the proposed major innovations and the amount of time required to test the innovations or to achieve adoption of the demonstration. The information required by this subsection may be included in the annual report of the Secretary under section 127(a).

(e) The Secretary shall prepare and submit to the Congress an annual evaluation report for employment and training programs.

Such report may be included in the annual report of the Secretary under section 127(a). The Secretary shall include in such report-

(1) a summary of the achievements, failures, and problems of the various programs authorized in this Act in meeting the objective of this Act:

(2) a summary of major findings from research, evaluation, and experiments conducted in the previous fiscal year.

(3) recommendations for program modifications based upon analysis of such findings; and

(4) such other recommendations for legislative or administrative action as the Secretary deems appropriate.

(f) The Secretary shall develop an ongoing program to notify prime sponsors of experiments and demonstrations to be conducted in their States and shall disseminate to prime sponsors and Governors the results of all research, demonstrations, evaluations, and experiments of employment and training programs.

(g) (1) The Secretary shall-

(A) develop standard definitions of 'enrollments,' 'completions,' 'job placements,' and 'training-related job placements,' for classroom and on-the-job training programs funded under this Act;

(B) establish procedures for the uniform reporting by prime sponsors of information on enrollments, completions, job placements, and training related placements by detailed occupational or training code for classroom and on-the-job training programs funded under this Act; and

(C) make a report to the Congress not later than March 1, 1980, and annually thereafter, containing a summary of the information described in subparagraph (B) together with such analysis and recommendations as the Secretary deems advisable.

(2) The information required by the paragraph (1)(C) may be included in the annual report of the Secretary under section 127(a).

(3) For the purposes of this subsection, the term 'detailed occupational or training code' shall mean any occupational or training code equivalent in detail to the Standard Occupational Classification at the four-digit level.

NATIONAL OCCUPATION INFORMATION COORDINATING COMMITTEE

Sec. 315. (a) The National Occupational Information Coordinating Committee, in carrying out its responsibilities under this section, shall give special attention to the labor market information needs of youth, including activities such as, but not limited to-

(1) assisting and encouraging local areas to adopt methods of translating national aggregate occupational outlook data into local terms;

(2) providing technical assistance for programs of computer on-line terminals and other facilities to utilize and implement occupational and career outlook information and projections supplied by State employment service agencies and to improve the match of youth career desires with available and anticipated labor demand.

(3) assisting and encouraging the development of State occupational information systems, accessible to local schools, including pilot programs in the use of computers to facilitate such access; and

(4) in cooperation with state and local educational agencies, and other appropriate persons and organizations, encouraging programs to make available employment and career counseling to postsecondary youths; and

(5) in cooperation with State and local correctional agencies, encouraging programs of counseling and employment services for youth in correctional institutions.

(6) providing technical assistance for programs designed to encourage public and private employers to list all available job opportunities for youths with the appropriate eligible applicant conducting occupational information and career counseling programs, local public employment services offices and to encourage cooperation and contact among such eligible applicants, employers and offices.

(b) All funds available to the National Occupational Information Coordinating Committee under this Act, under section 161 of the Vocational Education Act of 1963 and under section 12 of the Career Education Act may be used by the Committee to carry out any of its functions and responsibilities authorized by law.

CONTROL OF PAPERWORK

Public Law 95-561 Education Amendments of 1978

(An Act to extend and amend elementary and secondary education programs, and for other purposes.)

(EXCERPT)

CONTROL OF PAPERWORK

Sec. 400A (a) (1) (A) In order to eliminate excessive detail and unnecessary and redundant information requests and to achieve the collection of information in the most efficient and effective possible manner, the Secretary shall coordinate the collection of information and data acquisition activities of all Federal agencies, (i) whenever the respondents are primarily educational agencies or institutions, and (ii) whenever the purpose of such activities is to request information needed for the management of, or the formulation of policy related to Federal education programs or research or evaluation studies related to the implementation of Federal education programs.

(B) There is hereby established a Federal Education Data Acquisition Council, to consist of members appointed by the Secretary who shall represent the public and the major agencies which collect and use education data, including one representative each of the Office of Management and Budget and of the Office of Federal Statistical Policy and Standards. The members representing the public may be appointed for not more than three years. The Council shall advise and assist the Secretary with respect to the improvement, development, and coordination of Federal education information and data acquisition activities, and shall review the policies, practices and procedures established by the Secretary. The Council shall meet regularly during the year and shall be headed by an individual from an agency which has expertise in data collection but which undertakes no major data collection of education data. . . .

(b) (1) The Secretary shall assist each Federal agency in performing the review and coordination required by this section and shall require of each agency a plan for each collection of information and data acquisition activity, which shall include-

(A) a detailed justification of how information once collected will be used;

(B) the methods of analysis which will be applied to such data;

(C) the timetable for the dissemination of the collected data; and

(D) an estimate of the costs and man-hours required by each educational agency or institution to complete the request and an estimate of costs to Federal agencies to collect, process and analyze the information, based upon previous experience with similar data or upon a sample of respondents.

(2) In performing the review and coordination required by this section, the Secretary shall assure that-

(A) no information or data will be requested of any educational agency or institution unless that request has been approved and publicly announced by the February 15 immediately preceding the beginning of the new school year, unless there is an urgent need for this information or a very unusual circumstance exists regarding it:

(B) sampling techniques, instead of universal responses, will be used wherever possible, with special consideration being given to the burden being placed upon small school districts, colleges and other educational agencies and institutions; and

(C) no request for information or data will be approved if such information or data exist in the same or a similar form in the automated indexing system required to be developed pursuant to subsection (d) . . .

(d) The Secretary shall, insofar as practicable-

(1) develop standard definitions and terms consistent, wherever possible, with those established by the Office of Federal Statistical Policy and Standards, Department of Commerce, to be used by all Federal agencies in dealing with education-related information and data acquisition requests;

(2) develop an automated indexing system for cataloguing all available data;

(3) establish uniform reporting dates among Federal agencies for the information and data acquisition required after review under this section;

(4) publish annually a listing of education data by Federal agency, and for the programs administered in the Education Division, publish a listing annually of each such program with its appropriation and with the data burden resulting from each such program; and

(5) require the Federal agency proposing the collection of information or data acquisition activity to identify in its data instrument the legislative authority specifically requiring such collection, if any, and require the responding educational agency or institution to make the same identification if it in turn collects such information or data from other agencies or individuals. . . .

(2) Any State educational agency is eligible for a grant of funds under this subsection subject to the following conditions:

(A) The agency agrees to use such funds for the development or improvement of its management information system and agrees to coordinate all data collection for Federal programs administered by the agency through such a system.

(B) The agency agrees to provide funds to local educational agencies and institutions of higher education for the development or improvement of management information systems when such grants are deemed necessary by the State educational agency.

(C) The State agency agrees to take specific steps in cooperation with the Secretary and with local educational agencies or institutions of higher education in the State, as appropriate to eliminate excessive detail and unnecessary and redundant information requests within the State and to achieve the collection of information in the most efficient and effective possible manner so as to avoid imposing undue burdens on local educational agencies or institutions of higher education.

EDUCATIONAL INFORMATION CENTERS

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes.

(EXCERPT)

Subpart 5--Educational Information

PROGRAM AUTHORIZATION

Sec. 418A. (a) The Commissioner shall, in accordance with the provisions of this subpart, make grants to States to pay the Federal share of the cost of planning, establishing, and operating Educational Information Centers to provide educational information, guidance, counseling, and referral services for all individuals, including individuals residing in rural areas. . . .

(b) For the purposes of this subpart, the term "Educational Information Center" means an institution or agency, or combination of institutions or agencies, organized to provide services to a population in a geographical area no greater than that which will afford all persons within the area reasonable access to the services of the Center. Such services shall include-

(1) information and talent search services designed to seek out and encourage participation in full-time and part-time postsecondary education or training of persons who could benefit from such education or training if it were not for cultural or financial barriers, physical handicap, deficiencies in secondary education, or lack of information about available programs or financial assistance:

(2) information and referral services to persons within the area served by the Center, including such services with regard to-

(A) postsecondary education and training programs in the region and procedures and requirements for applying and gaining acceptance to such programs.

(B) available Federal, State, and other financial assistance, including information on procedures to be followed in applying for such assistance;

(C) available assistance for job placement or gaining admission to postsecondary education institutions including, but not limited to, such institutions offering professional, occupational, technical, vocational, work-study, cooperative education, or other education programs designed to prepare persons for careers, or for retraining, continuing education, or upgrading of skills;

(D) competency-based learning opportunities, including opportunities for testing of existing competencies for the purpose of certification, awarding of credit, or advance placement in postsecondary education programs;

(F) remedial or tutorial services designed to prepare persons for postsecondary education opportunities or training programs, including such services provided to persons enrolled in postsecondary education institutions within the area served by the Center.

Services may be provided by a Center either directly or by way of contract or other agreement with agencies and institutions within the area to be served by the Center . . . .

ADMINISTRATION OF STATE PROGRAMS

Sec. 418B. (a) Each State receiving a grant under this part is authorized in accordance with its State plan submitted purusant to subsection (b) of this section, to make grants to, and contracts with, institutions of higher education, including institutions with vocational and career education programs, and combinations of such institutions, public and private agencies and organizations, and local education agencies in combination with any institution of higher education, for planning, establishing, and operating Educational Information Centers within the State.

(b) Any State desiring to receive a grant under this subpart shall submit for the approval of the Commissioner a State plan, which shall include--

(1) a comprehensive strategy for establishment or expansion of Educational Information Centers, designed to achieve the goal, within a reasonable period of time, of making available within a reasonable distance to all residents of the State the services of an Educational Information Center;

(2) assurances concerning the source and availability of State, local, and private funds to meet the non-Federal share of the cost of the State plan required by section 418A(c); and

(3) such other provisions as are essential to carry out the provisions of this subpart.

LIFELONG LEARNING

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes)

(EXCERPT)

LIFELONG LEARNING ACTIVITIES

Sec. 133 (a) The Assistant Secretary shall carry out, from funds appropriated pursuant to section 101(b), a program of planning, assessing, and coordinating projects related to lifelong learning. In carrying out the provisions of this section, the Assistant Secretary shall-

(1) foster improved coordination of Federal support for lifelong learning programs;

(2) act as a clearinghouse for information regarding lifelong learning, including the identification, collection, and dissemination to educators and the public of existing and new information regarding lifelong learning programs which are or may be carried out and supported by any department or agency of the Federal Government;

(3) review present and proposed methods of financing and administering lifelong learning, to determine-

(A) the extent to which each promotes lifelong learning,

(B) program and administrative features of each that contribute to serving lifelong learning,

(C) the need for additional Federal support for lifelong learning, and

(D) procedures by which Federal assistance to lifelong learning may be better applied and coordinated to achieve the purposes of this title;

(4) review the lifelong learning opportunities provided through employers, unions, the media, libraries and museums, secondary schools and postsecondary educational institutions, and other public and private organizations to determine means by which the enhancement of their effectiveness and coordination may be facilitated;

(5) review existing major foreign lifelong learning programs and related programs in order to determine the applicability of such programs in this country;

(6) identify existing barriers to lifelong learning and evaluate programs designed to eliminate such barriers; and

(7) to the extent practicable, seek the advice and assistance of the agencies of the Education Division (including the Office of Education, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, and the National Center for Education Statistics), other agencies of the Federal Government, public advisory groups (including the National Advisory Councils on Extension and Continuing Education, Adult Education, Career Education, Community Education, and Vocational Education), Commissions (including the National Commission on Libraries and Information Sciences and the National Commission on Manpower Policy), State agencies, and such other persons or organizations as may be appropriate in carrying out the Commissioner's responsibilities and make maximum use of information and studies already available.

NATIONAL CENTER FOR RESEARCH
IN VOCATIONAL EDUCATION

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes)

(EXCERPT)

PROGRAM IMPROVEMENT

Sec. 171. (a) Funds reserved to the Commissioner under section 103 for programs under this part shall be used primarily for contracts, and in some cases for grants, for--

. . . . . .

(2) support of a national center for research in vocational education, chosen once every five years, which center shall be a nonprofit agency, shall be assisted by an advisory committee appointed by the Commissioner, shall have such locations, including contracts with one or more regional research centers, as shall be determined by the Commissioner after consultation with the national center and its advisory committee taking into consideration the vocational education research resources available, geographical area to be served and the schools, programs, projects, and students and areas to be served by research activities, and shall, either directly or through other public agencies--

(A) conduct applied research and development on problems of national significance in vocational education;

(B) provide leadership development through an advanced study center and inservice education activities for State and local leaders in vocational education;

(C) disseminate the results of the research and development projects funded by the center;

(D) develop and provide information to facilitate national planning and policy development in vocational education;

(E) (i) act as a clearinghouse for information on contracts made by the States pursuant to section 131, section 132, and section 133 and on contracts made by the Commissioner pursuant to this section; and (ii) compile an annotated bibliography of research, exemplary and innovative program projects, and curriculum development projects assisted with funds made available under this Act since July 1, 1970; and

(F) work with States, local educational agencies, and other public agencies in developing methods of evaluating programs, including the follow-up studies of program completers and leavers required by section 112, so that these agencies can offer job training programs which are more closely related to the types of jobs available in their communities, regions, and States; and

. . . . . .

(4) There is hereby established a Coordinating Committee on Research in Vocational Education within the Education Division of the Department of Health, Education, and Welfare which shall be composed of the Director of the National Institute of Education, the Commissioner, and the Director of the Fund for the Improvement of Postsecondary Education, or their representatives. This Committee shall--

(A) develop a plan for each fiscal year (i) establishing national priorities for the use of funds available to these agencies for vocational education research, career education research, education and work research, development, exemplary and innovative program projects, and curriculum development projects; and (ii) coordinating the efforts of these agencies in seeking to achieve these national priorities in order to avoid duplication of effort; and

(B) develop an effective management information system on the projects funded pursuant to this plan in order to achieve the best possible

monitoring and evaluation of these projects and the widest possible dissemination of their results.

NATIONAL AND STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEES

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes)

(EXCERPT)

Sec. 161

. . . . . .

(b) (1) There is hereby established a National Occupational Information Coordinating Committee which shall consist of the Commissioner, the Administrator, the Commissioner of Labor Statistics, and the Assistant Secretary for Employment and Training. This Committee, with funds available to it under section 103(a) (as such section will be in effect on October 1, 1977), shall--

(A) in the use of program data and employment data, improve coordination between, and communication among, administrators and planners of programs authorized by this Act and by the Comprehensive Employment and Training Act of 1973, employment security agency administrators, research personnel, and employment and training planning and administering agencies at the Federal, State, and local levels;

(B) develop and implement, by September 30, 1977, an occupational information system to meet the common occupational information needs of vocational education programs and employment and training programs at the national, State, and local levels, which system shall include data on occupational demand and supply based on uniform definitions, standardized estimating procedures, and standardized occupational classifications; and

(C) assist State occupational information coordinating committees established pursuant to paragraph (2).

(2) By September 30, 1977, each State receiving assistance under this Act and under the Comprehensive Employment and Training Act of 1973 shall establish a State occupational information coordinating committee composed of representatives of the State board, the State employment security agency, the State Manpower Services Council, and the agency administering the vocational rehabilitation program. This committee shall, with funds available to it from the National Coordinating Committee established pursuant to paragraph (1), implement an occupational information system in the State which will meet the common needs for the planning for, and the operation of, programs of the State board assisted under this Act and of the administering agencies under the Comprehensive Employment and Training Act of 1973.

NATIONAL VOCATIONAL EDUCATION STUDY

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes.)

(EXCERPT)

STUDIES OF VOCATIONAL EDUCATION

Sec. 523. (a) The Commissioner of Education shall carry out a study of the extent to which sex discrimination and sex stereotyping exist in all vocational education programs assisted under the Vocational Education Act of 1963, and of the progress that has been made to reduce or eliminate such discrimination and stereotyping in such programs and in the occupations for which such programs prepare students. The Commissioner shall report the results of such study, together with any recommendations with respect thereto, to the Congress within two years after the date of the enactment of this Act.

(b) (1) In addition to the other authorities, responsibilities, and duties conferred upon the National Institute of Education (hereinafter in this section referred to as the "Institute") by section 405 of the General Education Provisions Act, as amended by this Act, the Institute shall undertake a thorough evaluation and study of vocational education programs including such programs conducted by the States, and such programs conducted under the Vocational Education Act of 1963, and other related programs conducted under the Comprehensive Employment and Training Act of 1973 and by the State Post-Secondary Commissions authorized by the Education Amendments of 1972. Such a study shall include--

(A) a study of the distribution of vocational education funds in terms of services, occupations, target populations, enrollments, and educational and governmental levels and what such distribution should be in order to meet the greatest human resource needs for the next ten years;

(B) an examination of how to achieve compliance with, and enforcement of, the provisions of applicable laws of the United States;

(C) an analysis of the means of assessing program quality and effectiveness;

(D) depending on the level of funding available to the Institute, not more than three experimental studies to be administered by the Institute, in cases where the Institute determines that such experimental programs are necessary to carry out the purpose of clauses (A) through (C) and the Commissioner of Education and the Secretary of Labor are authorized, notwithstanding any provision of any other law, at the request of the Institute, to approve the use of grants which educational or other agencies are eligible to receive under such Acts (in cases where such agencies agree to the uses of such grants), in order to carry out such experimental programs;

(E) findings and recommendations, including recommendations for changes in such Acts or for new legislation, with respect to the matters studied under clauses (A) through (E); and

(F) a review and evaluation of the effectiveness of programs funded under subpart 5 of part A of the Vocational Education Act of 1963 (as such Act is in effect on October 1, 1977), and to make recommendations for the redirection and the improvement of programs at all levels funded under such subpart.

(2) The Institute shall make an interim report to the President and to the Congress not later than September 30, 1979, and shall make a final report to the President and to the Congress no later than September 30, 1980, on the result of its study conducted under this section, except that the report required pursuant to paragraph (1)(F) shall be transmitted to the President and the Congress not later than January 15, 1979. Any other provision of law, rule, or regulation to the contrary notwithstanding, such reports shall not be submitted to any review outside of the Institute before their transmittal to the Congress, but the President and the Commissioner

may make to the Congress such recommendations with respect to the content of the reports as each may deem appropriate.

STATE VOCATIONAL EDUCATION PROGRAMS

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes)

(EXCERPT)

DECLARATION OF PURPOSE

Sec. 101. It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the State in the development of the vocational education plans. It is also the purpose of this part to authorize Federal grants to States to assist them--

(1) to extend, improve, and, where necessary, maintain existing programs of vocational education,

(2) to develop new programs of vocational education,

(3) to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and

(4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market, but need to upgrade their skills or learn new ones, those with special educational handicaps,

and those in postsecondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

FEDERAL STATE EVALUATIONS

Sec. 112. (a) In order for the Federal government to assist the States in operating the best possible programs of vocational education--

(1) the Commissioner shall within four months of the receipt of a State's annual program plan and accountability report transmit to that State board an analysis of such plan and report, including suggestions for improvements in the State's programs and findings contained in any program or fiscal audits performed in that State pursuant to paragraph (2); and

(2) the Bureau of Occupational and Adult Education shall, in at least ten States a fiscal year during the period beginning October 1, 1977, and ending September 30, 1982, conduct a review analyzing the strengths and weaknesses of the programs assisted with funds available under this Act within those States; and the Department of Health, Education and Welfare shall, in the same period, conduct fiscal audits of such programs within those States.

(b) (1) In order for the States to assist local educational agencies and other recipients of funds in operating the best possible programs of vocational education--

(A) each State shall, during the five-year period of the State plan, evaluate the effectiveness of each program within the State being assisted with funds available under this Act; and the results of these evaluations shall be used to revise the State's programs, and shall be made readily available to the State advisory council; and

(B) each State shall evaluate, by using data collected, wherever possible, by

statistically valid sampling techniques, each such program within the State which purports to impart entry level job skills according to the extent to which program completers and leavers--

(i) find employment in occupations related to their training, and

(ii) are considered by their employers to be well-trained and prepared for employment,

except that in no case can pursuit of additional education or training by program completers or leavers be considered negatively in these evaluations.

(2) Each State, in formulating its plans to fulfill these requirements, shall annually consult with the State advisory council which shall assist the State in developing these plans, monitor the evaluations conducted by the State, and use the results of these evaluations in compiling its annual report required by section 105.

(c) The Commissioner shall prepare and submit annually to the Congress, within nine months of the termination of each fiscal year, a report on the status of vocational education in the country during that fiscal year. This report shall include data on the information elements developed in the national vocational education data reporting and accounting system and an analysis of such data, and a summary of the findings of the reviews and audits required by paragraph (2) of subsection (a) and of the evaluations performed pursuant to paragraphs (1) and (2) of subsection (b).

STATE AND LOCAL ADVISORY COUNCILS

Sec. 105

. . . . . .

(2) Each state advisory council shall also evaluate vocational education programs, services, and activities assisted under this Act, and publish and distribute the results thereof.

(3) Each State advisory council shall prepare and submit to the Commissioner and to the National Advisory Council created under section 162, through the State board, an annual evaluation report, accompanied by such additional comments of the State board as the State board deems appropriate, which (A) evaluates the effectiveness of vocational education programs, services, and activities carried out in the year under review in meeting the program goals set forth in the five-year State plan submitted under section 107 and the annual program plan and accountability report submitted under section 108, including a consideration of the program evaluation reports developed by the State pursuant to section 112 and of the analysis of the distribution of Federal funds within the State submitted by the State board pursuant to section 108, and (B) recommends such changes in such programs, services, and activities as may be deemed necessary.

(4) (A) Each State advisory council shall identify, after consultation with the State Manpower Services Council, the vocational education and employment and training needs of the State and assess the extent to which vocational education, employment training, vocational rehabilitation, and other programs assisted under this and related Acts represents a consistent, integrated, and coordinated approach to meeting such needs; and (B) comment, at least once annually, on the reports of the State Manpower Services Council, which comments shall be included in the annual report submitted by the State advisory council pursuant to this section and in the annual report submitted by the State council pursuant to section 107 of the Comprehensive Employment and Training Act of 1973.

RESEARCH

Sec. 131. (a) Funds available to the States under section 130(a) may be used for support of State research coordination units and for contracts by those units pursuant to comprehensive plans of program improvement involving--

(1) applied research and development in vocational education;

(2) Experimental, developmental, and pilot programs and projects designed to test the effectiveness of research findings, including programs and projects to overcome problems of sex bias and sex stereotyping;

(3) improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed under this section to insure that such curricula do not reflect stereotypes based on sex, race, or national origin;

(4) projects in the development of new careers and occupations, such as--

(A) research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles with the potential for advancement from one level to another;

(B) training and development projects designed to demonstrate improved methods of securing the involvement, cooperation, and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs for the employment of persons in the fields described in subparagraph (A), including programs to prepare professionals (including administrators) to work effectively with aides; and

(C) projects to evaluate the operation of programs for the training, development and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and

(5) dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

VOCATIONAL GUIDANCE AND COUNSELING

Sec. 134. (a) Not less than 20 per cent of the funds available to the States under section 130(a) shall be used to support programs for vocational development guidance and counseling programs and services which, subject to the provisions of subsection (b), shall include--

(1) initiation, implementation, and improvement of high quality vocational guidance and counseling programs and activities;

(2) vocational counseling for children, youth, and adults, leading to a greater understanding of educational and vocational options;

(3) provision of educational and job placement services, including programs to prepare individuals for professional occupations or occupations requiring a baccalaureate or higher degree, including follow-up services;

(4) vocational guidance and counseling training designed to acquaint guidance counselors with (A) the changing work patterns of women, (B) ways of effectively overcoming occupational sex stereotyping, and (C) ways of assisting girls and women in selecting careers solely on their occupational needs and interests, and to develop improved career counseling materials which are free;

(5) vocational and educational counseling for youth offenders and adults in correctional institutions;

(6) vocational guidance and counseling for persons of limited English-speaking ability;

(7) establishment of vocational resource centers to meet the special needs of out-of-school individuals, including individuals seeking second careers, individuals entering the job market late in life, handicapped individuals, individuals from economically depressed communities or areas, and early retirees; and

(8) leadership for vocational guidance and exploration programs at the local level.

FIVE-YEAR STATE PLANS

Sec. 107 . . . . . .

(b) The five-year State plans shall be submitted to the Commissioner by the July 1st preceding the beginning of the first fiscal year for which such plan is to take effect and shall--

(1) assess the current and future needs for job skills within the State and, where appropriate, within the pertinent region of the country, through consideration of the latest available data of present and projected employment, including the data available under section 161;

(2) set out explicitly the goals the State will seek to achieve by the end of the five-year period of the State plan in meeting the need for particular job skills identified through the assessment undertaken in accordance with paragraph (1), including

(A) a description of these goals in terms of--

(i) the courses and other training opportunities to be offered to achieve those skills,

(ii) the projected enrollments of those courses and other training opportunities,

(iii) the allocations of responsibility for the offering of those courses and training opportunities among the various levels of education and among the various institutions of the State, and

(iv) the allocations of all local, State, and Federal financial resources available in the State among these courses and training opportunities, levels of education, and institutions within the State, and

(B) the reasons for choosing these courses and training opportunities, enrollments,

allocations of responsibilities, and allocations of resources;

ANNUAL PROGRAM PLANS AND ACCOUNTABILITY REPORTS

Sec. 108

. . . . . .

(b) The annual program plan and accountability report shall be submitted to the Commissioner by the July 1st preceding the beginning of the fiscal year for which the plan is to be effective. This plan and report shall contain:

(1) planning provisions which--

(A) set out any updating of the five-year State plan deemed necessary to reflect later or more accurate employment data or a different level of funding than was anticipated.

. . . . . .

(B) show explicitly how funds available under this Act have been used during that fiscal year, including a description of the uses of these funds among the authorized uses of funds set out in sections 120, 130, 140, and 150, and including a description of the distribution of these funds among local educational agencies and other eligible recipients in a conformity with the requirements contained in section 106(a)(5), and give the results achieved with these funds; and

(C) contain a summary of the evaluations of programs required to be conducted by section 112 and a description of how the information from these evaluations has been, or is being, used by the State board to improve its programs.

STATE PLANNING COMMISSIONS FOR POSTSECONDARY EDUCATION

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes.)

(EXCERPT)

AUTHORIZATION FOR STATEWIDE PLANNING

Sec. 179. (a) Section 1203 of the Act is amended by redesignating subsection (c) as subsection (d) and by inserting immediately after subsection (b) the following new subsection:

(c) The Commissioner is authorized to make grants to State commissions established pursuant to section 1202(a), and to interstate compact postsecondary educational agencies approved by the Commissioner for the purpose of this subsection, applying jointly for the purpose of this subsection, to enable the participating commissions to plan, develop, and carry out interstate cooperative postsecondary education projects designed to increase the accessibility of postsecondary educational opportunities for the residents of the participating States and to assist such States to carry out postsecondary education programs in a more effective and economical manner.

STUDENT CONSUMER INFORMATION

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes.)

(EXCERPT)

INSTITUTIONAL AND FINANCIAL ASSISTANCE INFORMATION FOR STUDENTS

Sec. 493A. (a)(1) Effective July 1, 1977, each institution of higher education and each eligible institution which receives payments under sections 411(d), 428(e) or 493 of this title, as the case may be, shall carry out information dissemination activities to prospective students and to enrolled students who request information regarding financial assistance under this title. The information required by this section shall be produced and be made readily available, through appropriate publications and mailings, to all current students and to any prospective student upon request. The information required by this section shall accurately describe--

. . . . . .

(G) the academic program of the institution, including (i) the current degree programs and other educational and training programs, (ii) the instructional, laboratory, and other physical plant facilities which relate to the academic program, (iii) the faculty and other instructional personnel, and (iv) data regarding student retention at the institution and, when available, the number and percentage of students completing the programs in which the student is enrolled or expresses interest . . . .

SUPPLY/DEMAND SYSTEMS

Follow-up data must be an integral part of any supply/demand system developed and utilized. Not all graduates or students of a training program actually enter the occupation for which they train. Follow-up data is required to determine occupational entry rates for individuals who have completed or not returned to various kinds of training programs. MiSIS also produces occupational entry rates for students in academic programs. Specific types of data which MiSIS can produce on both occupational/technical and academic students of Michigan community colleges include:

1. Occupational entry rates
2. Students' occupational, transfer, or other goals at time of enrollment
3. Occupational enrollments data by program of study
4. Numbers of graduates of vocational/technical programs
5. Percentage of students already employed in occupation prior to their training
6. Salary information by program
7. Job title information by program
8. Salary information by job title
9. Students' ratings of the availability of jobs in their occupational area
10. Employers' ratings of the job outlook in specific occupational areas
11. Job title codes and crosswalks
12. Industry-occupation matrix information
13. Geographic mobility information
14. Data on students who enroll for a specific period of time and do not return for a subsequent enrollment period
15. Sex and ethnic data for occupational follow-up analyses
16. Age data for occupational follow-up analyses
17. Occupational transfer data (from three and five year graduate follow-up studies)
18. Employment and unemployment rates by program and occupation
19. Salary data by sex, ethnic group, and age

Other data items may be identified by additional analyses. MiSIS complies substantially with the requirements of the enrollment and follow-up components of the Vocational

Education Data System (VEDS). The VEDS is now recognized as the primary "supply" component of supply/demand and occupational information systems (OIS) now under implementation by the National and State Occupational Information Coordinating Committees. Information can also be made available on a longitudinal basis. This fact allows for the computation of estimates and/or data analyses for making supply/demand projections.

VOCATIONAL EDUCATION DATA SYSTEM

Public Law 94-482 Education Amendments of 1976

(An Act to extend the Higher Education Act of 1965, to extend and revise the Vocational Education Act of 1963, and for other purposes.)

(EXCERPT)

Sec. 161. (a)(1) The Commissioner and the Administrator of the National Center for Education Statistics shall, by September 30, 1977, jointly develop information elements and uniform definitions for a national vocational education data reporting and accounting system. This system shall include information resulting from the evaluations required to be conducted by section 112 (as such section will be in effect on October 1, 1977) and other information on vocational--

(A) students (including information on their race and sex),

(B) programs,

(C) program completers and leavers,

(D) staff,

(E) facilities, and

(F) expenditures.

(2) In developing this system, the Commissioner and the Administrator shall endeavor as much as possible to make the system compatible with the occupational information data system developed pursuant to subsection (b) and other information systems involving data on programs assisted under the Comprehensive Employment and Training Act of 1973.

(3)(A) After the completion of the development of these information elements and uniform definitions pursuant to paragraph (1), the Administrator shall

immediately begin to design, implement, and operate this information system which shall be in full operation for the fiscal year beginning October 1, 1977.

(B) Any State receiving assistance under this Act shall cooperate with the Administrator in supplying the information required to be submitted by the Administrator and shall comply in its reports with the information elements and definitions developed jointly by the Administrator and the Commissioner pursuant to paragraph (1). Each State shall submit this data to the Administrator in whatever form he requires; and, whenever possible, this reporting shall include reporting of data by labor market areas within the State.

(4) The Administrator shall have the responsibility for updating this national vocational education information and accounting system and for preparing annual acquisition plans of data for operating this system. These plans shall be submitted to the Commissioner for his review and comment.

VOCATIONAL EVALUATIONS

Federal Register October 3, 1977 - Vocational Education, State Programs and Commissioner's Discretionary Programs

(EXCERPT)

STATE EVALUATION

Each State must evaluate the effectiveness of each funded program within a five-year period (Sec. 104.402). These evaluations must be in terms of the planning and operational processes, results of student achievement, results of student employment success and results of additional services that the State provides under the Act of special populations (Sec. 104.402). Programs which purport to impart entry level job skills are to be evaluated according to the extent to which program completers and leavers find employment in related occupations and are considered well-trained by their employers (Sec. 104.404).

. . . . . .

Sec. 104.401 Purpose.

The State evaluations are to be used to assist local educational agencies and other recipients of funds in operating the best possible programs of vocational education and to improve the State's programs of vocational education.

Sec. 104.402 Evaluation by State board.

The State board shall, during the five-year period of the State plan, evaluate in quantitative terms the effectiveness of each formally organized program or project supported by Federal, State, and local funds. These evaluations shall be in terms of: (a) Planning and operational processes, such as:

(1) Quality and availability of instructional offerings;

(2) Guidance, counseling, and placement and follow-up services;

(3) Capacity and condition of facilities and equipment;

(4) Employer participation in cooperative programs of vocational education;

(5) Teacher/pupil ratios; and

(6) Teacher qualifications.

(b) Results of student achievement as measured, for example, by:

(1) Standard occupational proficiency measures;

(2) Criterion referenced tests; and

(3) Other examinations of students' skills, knowledge, attitudes, and readiness for entering employment successfully.

(c) Results of student employment success as measured, for example, by:

(1) Rates of employment and unemployment;

(2) Wage rates;

(3) Duration of employment; and

(4) Employer satisfaction with performance of vocational education students as compared with performance of persons who have not had vocational education.

(d) The results of additional services, as measured by the suggested criteria under paragraphs (a), (b), and (c) of this section, that the State provides under the Act to these special populations:

(1) Women;

(2) Members of minority groups;

(3) Handicapped persons;

(4) Disadvantaged persons; and

(5) Persons of limited English-speaking ability.

Sec. 104.402 Use of results of evaluation.

(a) The results of the evaluation shall be used as a basis to revise and improve the programs conducted under the approved five-year State plan.

(b) The State board shall make the results of the evaluations readily available to the State advisory council on vocational education.

Sec. 104.404 Special data on completers and leavers

(a) The State shall evaluate, using wherever possible statistically valid sampling techniques, the effectiveness of each program of vocational education which purports to teach entry-level job skills.

(b) The State shall evaluate each of these programs in order to ascertain the extent to which both those students who complete a program and those students who leave before completing a program:

(1) Find employment in occupations related to their training; and

(2) Are considered by their employers to be well-trained and prepared for employment.

(c) The State shall use the following definitions for "program completer" and "program leaver":

(1) "Program completer" means a student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills; and

(2) "Program leaver" means a student who has been enrolled in and has attended a program of vocational education (which is part of a planned sequence of courses, services or activities designed to meet an occupational objective and which purports to teach entry-level job skills) and has left the program without completing it, except that no student shall be counted as a program leaver who is

still enrolled in another program of vocational education. The term "program leaver" includes:

(i) Persons who leave the program voluntarily before its formal completion because they have acquired sufficient entry-level job skills to work in the field, and who have taken a job related to their field of training; and

(ii) All other leavers.

(d) For the purposes of this section, a State shall report separately on program completers and program leavers in accordance with the survey instructions and sampling standards to be provided by the National Center for Educational Statistics, HEW, as follows:

(1) Those who secure employment in the occupation for which they were trained or in occupations related to their vocational training, including the military;

(2) Those in paragraph (d)(1) of this section considered by their employers to be well trained and prepared for employment;

(3) Those who are enrolled for additional education and training; and

(4) Those in none of the above categories.

(e) Persons who are enrolled for additional education and training shall not be counted as "leavers" in the evaluation data.

(f) The evaluation data on completers and leavers shall be collected at a date to be specified by the National Center for Educational Statistics, HEW.

Sec. 104.405 Assurance of compatible data.

In order to assure that the data on program completers and leavers are compatible and can be aggregated and reported for all of the States, each State shall utilize in its data collection and reporting the information elements and uniform definitions which are developed for the national vocational education data reporting and accounting system, as required by section 161 of the Act.

VETERANS ADMINISTRATION FOLLOW-UP

Department of Veterans Benefits-
DVB Circular 20-77-31

(EXCERPT)

REPORT OF EMPLOYMENT FOLLOWING TRAINING IN VOCATIONAL COURSES (RCS 22-12)

1. PURPOSE

a. This circular provides instructions and procedures to be followed by the schools and the SAA (State approving agencies) in reporting evidence for each vocational course showing that at least one-half of the persons who completed the course over the preceding 2-year period, and who are not unavailable for employment, have been employed in the occupational category for which the course was designed to provide training or in a closely related occupation. Vocational courses offered by schools for training under chapters 34 and 35, title 38, U.S. Code, must be certified in accordance with the provisions given in this circular. The provisions of this circular do not apply to OJT and apprenticeship programs, farm cooperative courses, institutional and cooperative courses which lead to educational objectives, and any course which leads to a professional objective.

b. This circular contains many changes both in the instructions and the forms. It should be noted that the immediate impact will be on current operations for initial certifications, resubmissions and delinquent course reports. After the receipt of this circular, only the revised editions (October 1976) of VA Forms 22-8722, VA Forms 22-8723, and VA Forms 22-8724 should be used and accepted.

. . . . . .

ORDERING AND/OR PRINTING MiSIS QUESTIONNAIRES

Questionnaire "printing masters" are available for the college to print its own questionnaires; however, MiSIS is supported by a centralized questionnaire printing service for all Michigan community colleges. The name of the individual college is added in the space provided on each questionnaire. In addition to this, the course withdrawal card requires the completion of the "Example A" section according to how the college specifies its department, course, and section numbers.

MiSIS questionnaires are color-coded for ease in identification purposes. For this reason, attempts should be made to assure the colors are as consistent as possible from one period to the next. Also, the paper stock should be heavy enough to prevent both printed sides from showing through to the other side.

For record keeping purposes, the form on the following page should always be completed when MiSIS questionnaires are ordered.

MiSIS QUESTIONNAIRES
ORDER FORM

The following questionnaires are being ordered to participate in a MiSIS survey. The exact wording of the name of the college which should be printed on the questionnaire is:

The person who should receive these questionnaires is:

Name _____
Title _____
Institution _____
Address _____
Location _____

* *

Number Needed	Questionnaire	Color Code	Date Ordered	Date Mailed To College
_____	Student's Educational Intent	Salmon Card	_____	_____
_____	Course Withdrawal	White Card	_____	_____
_____	College Withdrawal	Blue Card	_____	_____
_____	Walk-off	Grey Card	_____	_____
_____	Nonreturning Student	Pink Sheet	_____	_____
_____	Occ/Tech Nonreturning Student	Blue Sheet	_____	_____
_____	First Year Graduate	Green Sheet	_____	_____
_____	Third Year Graduate	Gray Sheet	_____	_____
_____	Fifth Year Graduate	Gold Sheet	_____	_____
_____	Employer	Tan Sheet	_____	_____
_____	CE-Preparatory	Natural Card	_____	_____
_____	CE-Supplemental	Yellow Card	_____	_____
_____	CE-Other	Red Card	_____	_____

Special Instructions:

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
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